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ABSTRACT

This publication contains abstracts of West Virginia's projects funded under the Vocational Education Amendments of 1968 for the period from January 1, 1971, through June 30, 1972. The abstracts describe projects for disadvantaged students, for handicapped students, for research, and for exemplary programs. Projects in the first group, the largest quantity, included job training programs in various vocational areas, remedial education, and guidance counseling. The second group provided similar programs for the physically, mentally, emotionally, and otherwise handicapped students. Evaluations of existing programs, development of additional courses and curriculums, and surveys were included in the research group. Exemplary projects of various kinds are presented in the last group. All of the projects described were organized and implemented in the local educational agencies and contributed to the improvement of vocational education programs in communities throughout the state.
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**PROJECTS FUNDED IN WEST VIRGINIA
THROUGH AUTHORITY OF
VOCATIONAL EDUCATION AMENDMENTS
OF 1968 (PL 90-576)**

January 1, 1971 - June 30, 1972

Published by the

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for Vocational Education
Marshall University
Huntington, West Virginia 25701

In Cooperation with the

West Virginia Board of Education
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Charleston, West Virginia 25305

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PROJECTS FUNDED IN WEST VIRGINIA THROUGH AUTHORITY OF
VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PL 90-576)

PART A, SECTION 102.b

PART B, SECTION 122 (a) (4) (A) and

SECTION 122 (a) (4) (B)

PART C, SECTION 131 (b)

PART D, SECTION 142.d

Compiled and Edited by
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PREFACE

The West Virginia State Plan for Vocational Education provides for dissemination of information relating to the various programs and/or projects conducted throughout the State with vocational education funds. This publication contains abstracts of project grants awarded in West Virginia under provisions of the Vocational Act Amendments of 1968 (PL 90-576) during the period of January 1, 1971 to June 30, 1972.

Projects described are of four types:

- a) Projects for disadvantaged students funded under the provisions of Part A, Section 102.b and Part B, Section 122 (a) (4) (A).
- b) Projects for handicapped students funded under the provisions of Part B, Section 122 (a) (4) (B).
- c) Research projects funded under provisions of Part C, Section 131(b).
- d) Exemplary projects funded under provisions of Part D, Section 142.d

Utilization of the project approach has proven particularly successful in the development of programs and services for disadvantaged and handicapped students. Program change, stimulated by availability of limited funds for research and innovation, has been achieved through the increased and improved capabilities of local educational agencies to modify and further develop exemplary practices. These projects contributed to the improvement of vocational education programs and served additional numbers of youth and adults in communities in the State.

The success of these projects further exemplify the feasibility of the federal-state-local relationship in providing vocational education. Specific information concerning projects described in this publication can be obtained by contacting the respective project directors, the Bureau of Vocational, Technical and Adult Education, and/or the Research Coordinating Unit. For information concerning visitation for observation purposes, contact the respective project director.

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SECTION I

**PROJECTS FUNDED THROUGH AUTHORITY
OF VOCATIONAL EDUCATION AMENDMENTS
OF 1968 (PL 90-576), PART A,
SECTION 102.b**

AGRICULTURAL MACHINERY SERVICE OCCUPATIONS

Ray Watson, Project Director
Wirt County Board of Education
Mulberry Street
Elizabeth, West Virginia 26143

Project Duration: January, 1971 - June 30, 1971
Funds Approved: \$2,670
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To give disadvantaged students specialized training and intensified guidance designed to lead to job placement.
2. To alleviate a shortage of qualified mechanics of agricultural machinery service in the school area.
3. To reduce the dropout rate.

Methodology

1. Emphasis on student academic achievement was minimized, while individualized instruction and group teaching by the "how-to-do" method was stressed. Manufacturers of agricultural machinery furnished directions to be used in practical application in the classroom. The student was taught assembly, maintenance and repair of agricultural machinery used in the local area. Students gained confidence in their abilities, which improved chances of their getting a job and keeping it.
2. Teacher judgement, standardized achievement tests, school grades, and family economic conditions were considered in student selection.
3. Hours of instruction, class attendance, hours of work experience, and job placement comprised student evaluation in determining the degree to which objectives of the course were met.

AGRICULTURAL WORKER (FARM) AND BUILDING MAINTENANCE

Lowell Cook, Project Director
Clifford Dunn, Co-Director
Mason County Board of Education
Eighth Street
Point Pleasant, West Virginia
25550

Project Duration: June 14, 1971 - June 15, 1972
Funds Approved: \$25,343.64
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To reduce the number of dropouts by 30 students.
2. To provide an opportunity for disadvantaged youth, potential dropouts, dropouts, postsecondary students and adults to develop skills so that they can find and hold jobs, or to upgrade skills of the students so they can succeed in the regular day vocational programs.
3. To provide vocational training in the areas of Agriculture and Building Maintenance and Repair and in general education to approximately 30 disadvantaged students.

Methodology

Students ages 15 or older were identified and selected by the Vocational Director, high school principals, teachers, and guidance counselors using one or more of the following criteria:

- a) Test results of General Aptitude Test Battery, Vocational Interest Survey, and the Otis-Bennett Mental Ability Test,
- b) School records including grade levels, participation in school activities, grades, teacher observations, attendance records,
- c) Geographically isolated areas in the county, and
- d) Socio-economic data from ESEA Title I records.

Students were placed into the program at different grade levels from information provided by personal interest shown in interviews with students, the results of diagnostic tests in vocational and academic areas, past school records, and observations of teachers and school social workers of student needs and employment goals.

Agriculture instruction was a cooperative work-study program including actual work experience in operation production farm machinery, instruction in safety, farm maintenance of building and equipment, landscaping, and turf management. Instruction was integrated with related instruction in practical mathematics, general science, and language arts. Students received credit to apply to high school graduation. Instruction also included attitude development, work habits, dependability, and responsibility. Guidance and counseling provided encouragement and assisted students in re-entering the regular vocational program whenever progress indicated probability of success.

Instruction in Building Maintenance and Repair was a cooperative work-study program with actual work experiences in building repair, painting, custodial care, plumbing repair, and grounds up-keep. Related instruction included general math, general science and language arts. Students earned credit for high school graduation. Special training in human relationships, good work habits, and personal responsibilities was integrated into the course.

Instruction was geared to each student's individual level of accomplishment by use of programmed instructional materials and individualized instruction.

Evaluation of the ungraded classes utilized these criteria:

- 1) Student attitude as reflected by attendance, work habits, cooperation and interest and as determined by teacher observation, class records and student interviews.
- 2) Percent of students entering employment or re-entering regular educational programs.
- 3) Follow-up program to ascertain student progress during five-year period following student's completion of the program.
- 4) A file maintained on each individual indicating his progress and the skills in which he is competent.

AUTO MECHANICS FOR THE DISADVANTAGED
UTILIZING INDIVIDUALIZED PRESCRIBED
INSTRUCTION

William O. Umstead II, Project Director
John W. Kilcoyne, Coordinator
Wetzel County Board of Education
Masonic Building
New Martinsville, West Virginia 26155

Project Duration: December 1, 1971 - June 30, 1972
Funds Approved: \$20,899
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide 15 disadvantaged students with salable skills in auto mechanics.
2. To provide the disadvantaged students with a unique opportunity to earn a high school diploma and consequently to reduce the dropout rate.
3. To provide students with:
 - a) the essential skills, knowledges, attitudes, and appreciations necessary for successful entrance into the field of auto mechanics,
 - b) an understanding of employer-employee relationships,
 - c) some of the skills and knowledges unique to the specialized areas of auto mechanics,
 - d) the vocabulary necessary to communicate within the field of auto mechanics, and
 - e) an insight into the conduct required of workers in the auto mechanics industry.
4. To develop in the students:
 - a) an appreciation for the use and care of tools and equipment.
 - b) a knowledge of conventional practices in auto mechanics.
 - c) manipulative abilities comparable to those required for employment in auto mechanics.

5. To prepare the student to intelligently meet the problems that will arise as he takes his place in the work force.

Methodology

Students recruited for this project were 15 years old or older and had an I.Q. of approximately 75 or above, as determined by an individual or group intelligence test. They expressed an interest in auto mechanics and were able to profit from instruction. They were economically disadvantaged, two years behind normal grade placement in major subject area, or a school dropout, and they had at least fifth grade level reading skills and mathematics skills.

Students deficient in reading or mathematics skills were given remedial instruction by means of individualized materials presently in the ESEA Title I remedial reading program.

The individualized prescribed instruction method was used and enabled students to progress at their own rates. A consultant, who prepared the curriculum guides, worked closely with the two instructors to assure that the materials were used properly. Instructors received in-service training.

Each unit of instruction consisted of a pre-test and a post-test, behavioral objectives, and an outline of necessary resource materials. The student was assigned to a study carrel, where he used resource materials and audiovisual equipment. An instructor was always in the Individualized Prescribed Instructor (IPI) learning center to aid students, while other instructors were in the automotive shop area. Throughout the project the curriculum guides and resource materials were assessed in relation to the needs and interests of the students. New units were developed as needed and other units were appropriately revised.

This project planned for a maximum of 40 disadvantaged students to participate in a 6 hour school day for 4 semesters. A class received instruction for a 3 hour session. The students enrolled for another 3 hours basic academic courses necessary for a high school diploma.

A BASIC PROGRAM IN CLOTHING CONSTRUCTION
AND
FOOD PREPARATION SKILLS
FOR
THE DISADVANTAGED

Alvin Porterfield, Project Director
Greenbrier County Board of Education
202 Chestnut Street
Lewisburg, West Virginia 24901

Project Duration: January 15, 1972 - June 6, 1972
Funds Approved: \$2,563.68
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To train twelve students who are 15 years of age or over and are low achievers and economically and/or socially disadvantaged.
2. To offer training in basic skills and knowledge in the areas of clothing construction, food preparation, budgeting of finances, introduction to the world of work in order to prepare students to enter a regular vocational education program.

Methodology

Students received three hours of instruction daily. They constructed several articles of clothing and prepared various foods. Instruction was given related to the selection of foods which are economical and still meet requirements for a balanced diet. It was stressed that each individual has a place in society and that she must develop herself to the fullest extent.

The school provided the necessary sewing and cooking equipment and necessary furniture to meet the needs of the project. Textbooks, charts, audiovisual aids and expendable materials such as food and cloth were also provided for the students.

Progress charts, performance tests, and teacher and director observation were used in evaluating the students' progress and performance. The true evaluation was determined by how many students continued in vocational education programs.

BUILDING CONSTRUCTION AND BUILDING MAINTENANCE

John Nuzum, Director
Harrison County Board of Education
Clarksburg, West Virginia 26301

Project Duration: July 1, 1971 - June 30, 1972 (second year)
Funds Approved: \$15,850
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To provide training for disadvantaged youth to enable them to obtain gainful employment either as self employed or contractural workers on small jobs or as mechanics or helpers, depending on individual abilities, working for an employer.
2. To provide motivation for potential dropouts to remain in secondary school until graduation.
3. To increase numbers and percentage of disadvantaged youth who complete high school with job skills.
4. To increase utilization of existing community resources in serving disadvantaged youth at the secondary level.
5. To utilize concrete experiences for career exploration.
6. To provide a school climate that permits an equal opportunity for each student to learn with his own uniqueness.
7. To provide the local building industry a source of trained personnel.

Methodology

This project provided occupational preparation built around clusters of promising occupations for career opportunities, including concrete experiences for career exploration. Instructional areas of Building Construction and Maintenance were carpentry and cabinet making, construction wiring, plumbing, masonry and cement work, painting and refinishing, and custodial service.

Ability to do small jobs was emphasized, although much of the lab practice was team work. Half of the time was spent in lab work in the school, while the rest of the training time was spent in work situations in the field.

The aim of instruction was to produce two types of workers: (1) the individual who can work by himself or in a small group as a self-employed or contractual worker on small jobs (such as additions, alterations, repairs, and maintenance). Many of these jobs are necessary services in a community, but are difficult to obtain because large contractors or builders are not interested in small jobs; (2) the individual who desires to work for an employer. Such employment is dependent upon the ability of the employee -- ranging from mechanic to helper.

BUILDING CONSTRUCTION AND CLERICAL OCCUPATIONS

Billy Schoonover, Project Director
Clay County Board of Education
P. O. Box 45
Clay, West Virginia 25043

Project Duration: June 14, 1971 - August 20, 1971
Funds Approved: \$5,890.68
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide two eight-week summer programs: one in Building Construction and one in Clerical Occupations. The clerical students, pre-enrolled for next year's business course, had a "headstart" experience.
2. To increase the holding power of the schools by providing practical activities in which the students can succeed and see a relationship between job activity and classroom learning. The project consisted of a combination of occupational training and a related ungraded curriculum.
3. To decrease the number of secondary school dropouts by 30.
4. To improve students' work habits, attitudes, and motivation toward learning. The relationship between work and classroom learning to the students.

Methodology

Students in the project were considered to be disadvantaged in one or more of the following ways:

1. Poor work habits because of lack of interest, as shown in past school achievement, i.e. more than one year behind in grade level.
2. Economically disadvantaged, i.e. welfare, insecurity, hopelessness.
3. Culturally deprived because of environmental and economic factors.
4. Socio-economic records show delinquency and/or negligence.

Instructional areas for Building Construction were construction of concrete walkways, steps, porches, landscaping, fencebuilding, painting, laying of drain line, etc., on the Board of Education property.

Clerical Occupations training included filing, typing, receptionist experience, and general office orientation in governmental offices in and around Clay, West Virginia.

Curricula was developed cooperatively among teachers, administrators, and with advisory assistance from outside agencies. A variety of teaching methods was used and special efforts were made to adapt educational materials to fit the needs and abilities of the students.

Evaluation activities included teacher observation of individual progress and school and work attitudes. A profile card was maintained for the entire project for each student.

BUILDING CUSTODIAN AND MAINTENANCE EMPLOYEE

Thomas B. Freeman, Project Director
 Alvin Porterfield, Co-Director
 Greenbrier County Board of Education
 202 Chestnut Street
 Lewisburg, West Virginia 24901

Project Duration: February 1, 1972 - June 30, 1972
 Funds Approved: \$2,552.44
 Grant Authority: Vocational Education Amendments of 1968, Part A,
 Section 102.b

Objectives

1. To provide training for disadvantaged students in building custody and maintenance.
2. To provide motivation for potential dropouts, so that they will continue in secondary school until graduation.
3. To increase the utilization of existing resources by serving disadvantaged secondary school youth.
4. To provide a school climate that permits an equal opportunity for each student to learn.
5. To increase the number of disadvantaged youth who complete high school with job skills.

Methodology

A cluster of skills was contained within the instructional area of custodial procedures: carpentry, wiring, plumbing, masonry and cement work, painting and refinishing. Although much of the lab practice was team work, the ability to do individual small jobs was also emphasized. Instruction produced two types of workers, i.e., the self-employed individual and the individual who desires to work for an employer. The latter's employment would be dependent upon the ability of the employee as building custodian or mechanics helper. The individual who can work by himself or in a small group as a self employed or contractual worker would be able to work on small jobs such as additions, alterations, repairs, and maintenance. Typical jobs are electrical and plumbing services, painting, and custodial maintenance.

The laboratory and classroom base for the project was located at the Anthony Correctional Center, Neola, West Virginia. The twelve participants were recruited from among inmates of the institution. Students were identified as academically or socio-economically disadvantaged. Academic data was available through the scholastic and attendance records of the home school, mean achievement test scores, and guidance counselors. Socio-economic data was available through social history and other reports in the boys' files.

Half of the training utilized the laboratory methods of models, exercises, mock ups, and demonstrations. The rest of the time was spent in actual work experience. Evaluation was based on course completion, job placement, analysis of progress and employment record as furnished by parole personnel.

BUILDING MAINTENANCE FOR THE DISADVANTAGED

Gene Davis, Project Director
Summers County Board of Education
Vocational Education
Box 1025
Hinton, West Virginia 25951

Project Duration: January 20, 1971 - June 30, 1972
Funds Approved: \$9,969.25
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To serve 30 disadvantaged high school youth in a program designed to provide entry level employment upon completion.
2. To reduce the dropout rate.

Methodology

A Building Maintenance Program was initiated with one half day sessions at two high schools. The same instructor was in charge of both classes. The project consisted of on-the-job experience in building maintenance, minor remodeling, basic electricity, basic carpentry and plumbing.

The actual on-the-job experience consisted of scrubbing and waxing floors, dusting, window washing, running wire, installing switches and receptacles, and other elements of basic electricity. In the carpenter phase, there was remodeling of several offices at a high school, and an office and shower rooms at the other high school. This consisted of dropping the ceilings, installing partitions, paneling, running switches and receptacles, minor plumbing, and other remodeling.

A BUILDING MAINTENANCE PROGRAM FOR THE DISADVANTAGED STUDENT

James G. Dawson, Project Director
Herbert D. Shimer, Co-Director
Clay County Board of Education
P. O. Box 45
Clay, West Virginia 25043

Project Duration: February 14, 1972 - June 16, 1972
Funds Approved: \$4002.50
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To offer an 18-week program in Building Maintenance, in order to provide a "catch-up" or a "head start" experience for disadvantaged students who have pre-enrolled for courses in the new Technical Training Center for the next year.
2. To increase the holding power of the schools by providing practical activities and instruction in which the student can succeed.
3. To have students see the relationship between job activity and classroom learning.
4. To improve student's work habits and attitudes, and to enhance their motivation for learning and education.

Methodology

Participants were students, economically or culturally disadvantaged, who had poor work habits and lack of interest as shown in past school achievement, or who had records of delinquency and/or negligence.

The program consisted of occupational training plus a modified or ungraded curriculum of related instruction. Training to prepare the students for skills in Building Construction Occupations consisted of a minimum of 180 contact hours. Activities included construction of concrete walkways, steps, proches, landscaping, fence building, painting, and bricklaying on Board of Education property.

Weekly conferences between teachers and students concerning student progress were held, and notations were made on students' profile cards. A variety of teaching methods was used and special efforts were made to adapt subject materials to fit the individual needs and abilities of the learners. The curricula was developed cooperatively between teachers and administrators with advisory assistance from outside agencies.

Evaluation included teacher observations of student progress, school and work attitudes, and the encouragement of the student into scheduling further vocational education.

BUILDING MAINTENANCE SKILL DEVELOPMENT

Gene R. Bowling, Project Director
Fayette County Board of Education
111 Fayette Avenue, P. O. Box 239
Fayetteville, West Virginia 25840

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$10,603.68
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To offer a Building Maintenance program in which disadvantaged students can develop basic communication skills and basic manipulative skills through laboratory experience.
2. To have students develop the proper attitude toward work, and an understanding of personal and community responsibilities.
3. To have students experience accomplishment and realize success.

Methodology

The program was partly classroom and partly laboratory experience. The basic education aspect consisted of individualized instruction in the communication skills. Emphasis was placed on improving the level of reading, oral grammar and written communications, especially when related to building trades. Laboratory activities included applied mathematics.

The student was tested for the level of activities where he was to begin. Instruction included carpentry and use of hand tools and power tools, arc welding, elementary electricity, basic electronics, and painting methods and procedures for interior and exterior decorating. Basic mechanical drawing and blueprint reading for related trades was also offered.

**BUSINESS AND OFFICE CLUSTER: TYPING,
BUSINESS ENGLISH, AND BUSINESS MATH**

Alvin Porterfield, Project Director
Greenbrier County Board of Education
202 Chestnut Avenue
Lewisburg, West Virginia 24901

Project Duration: June 14, 1971 - August 16, 1971
Funds Approved: \$3,086.66
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To offer training to potential dropouts and low achieving students who show interest in Business and Office Education.
2. To provide 15 disadvantaged students, in need of additional training, with skills, confidence, and attitudes necessary for them to advance to the level of other members in their class, and thus be able to find employment.

Methodology

Three hours of daily individualized instruction included typing, record keeping, and related mathematics and English. Students became familiar with what competencies are expected by an employer. Resource personnel and field trips were used to acquaint students with work procedures and what to expect when entering the world of work.

Students were selected for the project by the Business and Office Education instructors with the aid of the school guidance counselor and the vocational director. Criteria used in identifying these students were:

- (1) low academic ability.
- (2) negative identification with education, manifesting itself in absenteeism, poor peer-teacher relationships, and lack of interest in school.
- (3) low educational and financial level of parents, i.e. less than a high school education by parents and income of less than \$3,000.00.
- (4) personal problems; i.e. discipline cases, students who move often, or potential dropouts.

Progress charts, performance tests, and observation by instructor and director were used to evaluate student progress and performance. Student attitude and reaction to a new learning experience were also factors in program evaluation.

CARE AND MAINTENANCE OF GROUNDS

Alvin Porterfield, Project Director
 Sherry Hill, Co-Director
 Greenbrier County Board of Education
 202 Chestnut Avenue
 Lewisburg, West Virginia 24901

Project Duration: June 14, 1971 - August 6, 1971
 Funds Approved: \$2,261.30
 Grant Authority: Vocational Education Amendments of 1968, Part A,
 Section 102.b

Objectives

1. To provide training for job skills in landscaping, nursery work, and care and maintenance of grounds. This program was designed to provide minimum employment skills, as determined by area employers who recognize a need in the area for more trained landscape aides.
2. To provide this training for 10-15 disadvantaged students, ages 15-19, who have not successfully completed, re-enrolled, or enrolled in agricultural education courses in which they show interest.

Methodology

The project consisted of 1-2 hours of instruction with 3 hours of actual on-the-job work at the high school laboratory. Instructional materials included wall charts, 35 mm slides, reference books, pictures, identification kits, lesson units, mounted specimens, drafting instruments, and seed and plants samples. Much of the instruction was demonstration; application was made in the school laboratory. The project was 15% classroom, 35% demonstration, and 50% student practice. Students learned to operate machinery common to this area of work, i.e. rotary tiller, lime spreader, mowing equipment and shaping (pruning) tools. Students learned plant identification, disease control, propagation, nutrition, soil maintenance, site selection and geometric balance of ornamental plants.

Student attendance, classroom instruction, work experience, and job placement of participants was included in an evaluative report to determine the degree to which objectives of the course were met. Another evaluative factor was the number of students remaining in vocational education courses.

COOPERATIVE ENTERPRISE VOCATIONAL AGRICULTURE

Gene Davis, Project Director
Summers County Board of Education
Box 1025
Hinton, West Virginia 25951

Project Duration: January 20, 1972 - June 30, 1972
Funds Approved: \$8,587.06
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To serve disadvantaged youth, many of whom are dropouts, by providing a program of comprehensive agricultural practices and procedures to include cash crop agriculture and landscaping.
2. To increase the number and percentage of disadvantaged students who complete high school with job skills.
3. To provide effective supportive services for disadvantaged youth.
4. To provide related instruction and actual on-the-job experience for disadvantaged Vocational Agriculture students.

Methodology

The project consisted of related instruction as well as agricultural and landscaping practices and procedures. A Vocational Agriculture instructor, assisted by a para-professional and community resource persons, provided instruction and supervision.

Suitable acreage near the school was leased for the cooperative agricultural project. Cash crops, i.e. sweet corn, beans, tomatoes, potatoes and strawberries were cultivated. Each student kept records of the total project as though it were his individual project. At harvest time each student shared in the proceeds received, based on the number of hours he worked on the project.

The landscaping component consisted of related instruction and on-the-job experience of landscaping the school grounds. This included preparing the infertile soil for seeding and the planting, shaping and pruning of shrubs and trees. General care and maintenance of lawns was also stressed.

COOPERATIVE VOCATIONAL EDUCATION
FOR THE DISADVANTAGED

Gene Davis, Project Director
Summers County Board of Education
Vocational Education
Box 1025
Hinton, West Virginia 25951

Project Duration: January, 1971 - June 30, 1972
Funds Approved: \$2,149.80
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide training and employment for disadvantaged youth, many of whom are dropouts.
2. To reduce the dropout rate.
3. To offer a training opportunity to unemployed postsecondary persons.
4. To provide simulated on-the-job instruction to project participants.

Methodology

The training project had two phases. Phase I provided simulated on-the-job instruction to 30 persons fifteen years of age or older who could not succeed in a regular vocational program. These youth continued in the 1972-73 school year to receive specific instruction in a chosen occupation. Phase II consisted of 18 weeks of related and on-the-job training for 15 disadvantaged youth. Related instruction provided in six weeks necessary skills for job placement.

Phase I utilized one of the present business teachers for one hour of instruction in "Salesmanship." Phase II offered six weeks of related job instruction. Upon completion of this instruction, the participant was placed in work stations provided by cooperating employees.

FORESTRY TECHNICIAN

Thomas B. Freeman, Project Director
 Anthony Correctional Center
 Neola, West Virginia 24961

Project Duration: March 1, 1972 - June 30, 1972
 Funds Approved: \$1,272.67
 Grant Authority: Vocational Education Amendments of 1968, Part A
 Section 102.b

Objectives

1. To offer training in a cluster of skills within the instructional area of Forestry Technician for 12 disadvantaged students.
2. To provide motivation for potential dropouts, so that they complete high school with job skills.
3. To provide training that adjusts to individual performance levels of students.
4. To utilize concrete experiences for career exploration.
5. To increase the utilization of existing Center resources by serving secondary disadvantaged youth.

Methodology

Twelve students, who were academically and socio-economically disadvantaged, were recruited for the project from the inmates of the institution.

Instruction centered around a cluster of skills of Forestry Technician: trees and other forest resources, wild life, conservation, safety, fire prevention and fighting, and tools. The lab method used assignments, models, exercises, mock-ups and demonstrations in the school facility. Actual work experience on related jobs took place daily during the week in the Monongahela National Forest under the supervision of the U.S. Forest Service.

The aim of instruction was to produce a self-employed or contractural logger, who would work on small acreage where selected trees are to be cut or pulp wood is to be furnished. Typical jobs would be : helper in selection of trees, hand saw operator, loader of trucks, or repair of small tools and engines. Instruction was also aimed at the individual who wished to work for an employer. Such employment would be dependent upon the developed ability of the employee. Jobs would range from general woodsman to a wide range of duties required by State and Federal forest services.

Evaluation was based on course completion, job placement, and progress and employment records by the parole personnel.

GATHER - BLOWER - FINISHER (FOOT-CASTER)
GLASS - MAKING SKILLS

William A. Kapr, Project Director
Lewis County Board of Education
322 East Third Street
Weston, West Virginia 26452

Project Duration: January 24, 1972 - June 30, 1972
Funds Approved: \$13,792.53
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To provide a source of skilled labor for the local glass industry.
2. To provide 30 disadvantaged youth with marketable skills, by offering training in a cluster of glass-making skills.
3. To maintain the project participants in the training program until they develop the maximum degree of skill commensurate with their ability.
4. To reduce the dropout rate of disadvantaged youth.

Methodology

Project participants were educationally, economically, or culturally disadvantaged; from areas of excessive unemployment; lacked motivation for obtaining an education or job skills; or were dependent upon social services to meet their basic needs. The participants were carefully screened by guidance counselors before enrolling in the program. Guidance personnel counseled students in an attempt to accomplish 100% retention in the program.

The Glass-Training Program was designed to provide disadvantaged students with a cluster of glass-making skills. Each student also participated in the regular school program for one half day. By enjoying success in the project and by seeing its relevance to the world of work, the trainees were motivated to perform up to their maximum potentials. Half of the students received training in the Glass Program for three hours in the morning, and then return to the school in the afternoon. This procedure was reversed for the remainder of the students.

This training program utilized a "learn by doing" method of instruction. Each participant had ample opportunity to perform all of the glass-making operations. The raw mix necessary for the operation of the program was purchased from the local glass companies at a nominal fee. The project director and the guidance personnel maintain a file on each participant for at least one year after the end of the training project.

HOMEMAKING: MANAGEMENT AND OCCUPATIONAL SERVICES

A.E. Sommers, Jr.
Mason County Vocational-Technical Center
Route #5, Box 3-A
Princeton, West Virginia 24740

Project Duration: February 15, 1972 - June 15, 1972
Funds Approved: \$6,944.93
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To offer a program in home management and job skills to handicapped girls, helping them obtain entry level job skills, advance in their job, and/or enter into a regular vocational education program such as food service or industrial sewing.
2. To provide job placement for students completing the program, as well as for those who leave school.
3. To increase the number of handicapped youth who are enrolled in vocational education programs and who complete school with entry level job skills.
4. To provide effective supportive services for handicapped youth.
5. To maximize the potential for success for handicapped students through individualized programs that give each student an equal opportunity to learn with his own uniqueness.
6. To provide opportunities for students to develop personal and social skills, as well as providing skill training, work experience and on-the-job training.

Methodology

Instruction was centered around the following areas: food and food preparation, child care (of own and other children), health and safety, domestic work, hotel-motel work, social and personal development, waitress training and employability.

Project participants were 24 handicapped girls, between 15-19 years of age. The criteria for selecting the girls were that they:

- a) were able to understand simple directions,
- b) were socially developed to the extent that their behavior did not endanger the individual or others in the group,

- c) were emotionally stable so that their attendance in the group did not add to their own problems, and
- d) needed, wanted, and were able to profit from the instruction.

Instruction centered around occupational clusters which promised real and expanding job opportunities. Extensive pre-vocational evaluation was given so that students were regularly appraised of vocational direction and potential. Instruction also included basic skills, functional in nature and required for success in training and in later work adjustment.

Concrete experiences for career exploration were utilized and included activities that put students into simulated work roles and provided extensive observation in actual work settings, i.e. hotels, motels and restaurants.

This project used a staffing pattern which interlocked academic, vocational and supportive services into a comprehensive program through a team approach in which the staff developed the program and planned cooperatively. Special in-service activities were conducted to familiarize the staff with characteristics and needs of handicapped students.

HOME NURSES' AIDE FOR SELECTED
HIGH SCHOOL BOYS AND GIRLS

Gene A. Casto, Project Director
Jackson County Board of Education
Ripley, West Virginia 25271

Project Duration: January 24, 1972 - June 6, 1972
Funds Approved: \$3,448.60
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To provide training for job entry as a nurses' aide for twenty disadvantaged students.
2. To aid these students in adjusting socially to the responsibility of work and in developing pride in themselves and their work.
3. To utilize the resources of the community and the school in a joint effort.
4. To provide job placement assistance to students completing the program.

Methodology

Participants for the project were chosen by the school principal, counselor and project director by means of these criteria: test results (ex. E.D.S., O.V.I.S.); signs of potential dropouts such as absenteeism, lack of interest in class, behind in grade level; and student requests.

The project provided individualized instruction to students, since each student had unique problems. It was felt that the student must acquire a sense of accomplishment. Therefore, students had a minimum of reading and paper work. Instruction was by demonstration and "learn by doing" approach. Success in class lead to students' remaining in school.

The class was instructed by a registered nurse and assisted by a Home Economics teacher. Classes took place at the local hospital where equipment was available for teaching. The class met daily from 1:20 p.m. - 3:20 p.m. The course outline followed the text, "Being a Nursing Aide", and was supplemented by the instructor's guide, "Training the Nursing Aide."

Supportive services for student needs were provided by guidance personnel, school social workers, Neighborhood Youth Corps, and Vocational Rehabilitation.

AN INTRODUCTION OF THE MACHINE TRADES
FOR THE SECONDARY "FORGOTTEN STUDENT"

Gene R. Bowling, Project Director
Fayette County Board of Education
111 Fayette Avenue, P.O. Box 239
Fayetteville, West Virginia 25840

Project Duration: January 24, 1972 - June 30, 1972
Funds Approved: \$4,986.45
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To assist the disadvantaged student in gaining an insight into his needs, his personal habits, and his work habits.
2. To give machine shop instruction to students in order to meet their individual needs.

Methodology

Participants were selected by guidance counselors and principals through testing and interviews.

The trainees performed selected operations and, at the same time, were given technical information relating to the operations, which were basically hand operations with some machines involved. Instruction included basic math; blueprint reading; free hand sketching; proper use and care of hand tools; use of precision and non-precision measuring devices; duties of a tool room attendant; use of the power hack saw, hand saw, and dull presses; disassembling, repairing and reassembling machine shop equipment. Students were also taught maintenance of the above equipment and the necessary bench work involved, cleaning of shop floors, lubricating and cleaning of machinery, and safety factors.

The instructor worked closely with the sending school in obtaining information about attendance, habits, and academic achievements. He also returned information to the academic teacher in a cooperative effort to encourage student progress.

INTRODUCTION TO ELECTRICAL POWER

David E. Smith, Project Director
 Pocahontas County Board of Education
 926 Fifth Avenue
 Marlinton, West Virginia 24954

Project Duration: September 13, 1971 - June 7, 1972
 Funds Approved: \$6,471
 Grant Authority: Vocational Education Amendments of 1968, Part A
 Section 102.b

Objectives

1. To provide freshman and sophomore disadvantaged students with the motivation and the prerequisites necessary to enroll in the regular block electricity or electronics course in their junior year.
2. To provide eighteen students with a saleable skill in case any student drops out before his junior year.
3. To reduce the dropout rate by 4%.

Methodology

Topics covered in the course, "An Introduction to Electrical Power," included component identification (coils, capacitors, tubes, etc.), component testing (resistors, tubes, transistors, etc.), circuit construction (layout, wiring, soldering, etc.), trouble shooting with multimeter, visual and audio identification of obvious circuit problems, theory, installation of radios and TV's and sound systems, and introduction to AC and oscilloscope.

Students completing these topics qualified to work as sales clerks and stockroom boys in electronic stores, radio and TV repairman assistants, production line assemblers, prototype construction specialist, or sound engineers. The equipment and facilities were those already existing but not fully utilized because of low enrollment.

This project was intended as a feeder program for the regular block courses in electricity and electronics. Emphasis was on learning in small groups so that team work could be developed. Instruction was tailored to fit each small group.

Evaluation was based primarily on the number of students who continue on to the regular block courses. A follow-up will be made by the Employment Security Office of the dropouts, in order to aid them in securing jobs. A comparison in grades will be made in the regular block courses between those students who took the preparatory course and those who did not.

METAL WORKING SHOP FOR DISADVANTAGED STUDENTS

C.B. O'Dell, Project Director
Tucker County Board of Education
P.O. Box 369
Parsons, West Virginia 26287

Project Duration: September 15, 1971 - June 30, 1972
Funds Approved: \$8,942.44
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To prepare disadvantaged students for the vocational school or for obtaining apprenticeships in industry.
2. To provide shopwork experience for disadvantaged students, for whom that training was not already available.
3. To reduce the dropout rate.

Methodology

The course was divided in three sections: welding (arc and gas), drawing and blueprint reading emphasizing welding symbols, and other metal work (cold metal work, forging and soldering).

Fifteen high school pupils -- 12 eleventh grade and 3 twelfth grade pupils -- were enrolled. They were selected from the lower half of their class and had no chance of obtaining other occupational training during the year. They showed an aptitude and interest for metal work. However they were slow learners.

Students were evaluated by their success in finding a place in the world of work. The vocational coordinator and the counselor met regularly with students and the instructor to plan for students to be ready for the world of work. Students were assisted in finding jobs. The project planned to conduct a follow-up of these students on a monthly basis for the first three months, and then on an annual basis.

MINERAL COUNTY EDUCATIONAL OPPORTUNITY PROGRAM

J. Richard Campbell, Project Director
Mineral County Board of Education
30 South Church Street
Keyser, West Virginia 26762

Project Duration: January, 1971 - June 30, 1971
Funds Approved: \$3,554.88
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide additional vocational education for students already enrolled in vocational education programs and those who wish to enroll, including those students who 1) are not in good academic standing in their home high school, 2) lack necessary education to succeed in regular day programs, and 3) are dropouts. (Additional problems to overcome: the limited personnel and facilities, as well as limited transportation.)
2. To implement for disadvantaged students exploratory courses in automotive and building trades.

Methodology

Counseling and testing of participants took place before the students entered the program.

The classes were offered from 6 P.M. until 9:30 P.M. each night and were limited to 15 students per class. Students were required to attend at least 2 night classes per week. Students rotated on a three week basis or after attending six classes in each area.

There was intensive counseling and guidance and exploratory programs. The final goal was entrance of the disadvantaged students into regular vocational programs. For the postsecondary students the goal was either more vocational training or job placement.

A profile card was maintained for each student including progress evaluation by the instructor, counselor and administrator and co-chairman to be entered each week. The final evaluation was the incorporation of the student into further vocational education or job placement.

MULTI-MEDIA AUTOMOTIVE REPAIR TRAINING PROGRAM

Virgil E. Dillon, Director
Marion County Board of Education
414 Jackson Street
Fairmont, West Virginia 25523

Project Duration: February 3, 1972 - June 30, 1972
Funds Approved: \$5,747.30
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide disadvantaged students with entry level employment skills and/or a background which will enable them to later enroll in a regular vocational program.
2. To intergrate disadvantaged students into the regular Automotive Repair program. These students expressed interest in enrolling in a vocational program, but in the past, they were not able to demonstrate the capacity and ability necessary to succeed in the vocational program.
3. To utilize individualized instruction to meet the needs of the disadvantaged students.

Methodology

Twelve disadvantaged students (ages 15-19 in grades 9-12) were identified and selected by the high school principal, counselor and project director. Students in this project were from eight county high schools, although instruction took place in the Marion County Vocational Technical Center. Upon entering the project, these students were oriented to the automotive servicing industry, and on the basis of pre-testing, were assigned to projects or instruction commensurate with their ability. If a student withdrew from the project, another student was put into the program. Students spent three hours a day in instruction, and one half day at their home high school.

Instruction consisted of a basic introductory unit and individually prescribed instruction, which included shop work, classroom lecture, film-strips coordinated with cassette recorders, 8mm continuous film loops and other procedures. Heavy emphasis was placed on a programmed approach (including audio-visual materials) which did not penalize students with weak academic backgrounds. Materials developed for this program were designed to meet the needs of disadvantaged students. Instructional material was programmed, so that a student could progress at his own rate. Additional

materials were concerned more with the basics of automotive servicing, and stressed the intangible characteristics needed for workers, i.e. attitudes, dress, personal habits, social conduct, etc.

Records were maintained on students to determine the effect of the project on "disadvantaged" students. The project staff was involved in individual counseling. At the end of the project, the staff provided placement services for those students desiring to enter the labor market.

NURSE AIDE

A. E. Sommer, Jr., Project Director
Mason County Board of Education
Ohio River Road
Point Pleasant, West Virginia 25550

Project Duration: August 23, 1971 - June 7, 1972
Funds Approved: \$7,402.44
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To advance disadvantaged students academically, so they can compete with average students.
2. To provide a suitable situation for class and laboratory activities.
3. To reduce the dropout rate.
4. To provide an opportunity for disadvantaged students and potential dropouts to develop skills for entry level jobs, or to upgrade skills so they can succeed in regular vocational programs and have a better opportunity to succeed in postsecondary nurses' training.

Methodology

Ten project participants were identified and selected by test results of the General Aptitude Test Battery, Vocational Interest Survey, and Otis-Bennet Mental Ability Test; and use of school records, including grade levels, participation in school activities, grades, teacher observations and attendance.

Classroom work, laboratory work, and actual experience in the hospital were utilized. Methods included assignments, lectures, group discussion, problem solving, panels and symposiums, role playing, visual aides, demonstrations and field trips. Students were made aware of job opportunities, and helped with interviews and with finding employment.

Evaluation included the following criteria.

- a) Student attitude, as reflected by attendance, work habits, cooperation and interest.
- b) The percent of students gaining employment or re-entering regular educational programs.

- c) A 5-year follow-up program is being used to ascertain students' progress following students' completion of project.
- d) A file is being maintained on each student to indicate his progress and the skills in which he is competent.

NURSES' AIDE CLASS FOR DISADVANTAGED STUDENTS

Edward C. Westfall, Project Director
Eugene W. Reynolds, Co-Director
Roane County Board of Education
Spencer, West Virginia 25276

Project Duration: August 23, 1971 - June 30, 1972 (Second Year)
Funds Approved: \$12,000
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

To provide training for disadvantaged senior high school students in a Nurses' Aide Program, so that students will be able to take advantage of related employment opportunities in local hospitals.

Methodology

Students in the program were chosen from the following criteria:

- a. Poor educational background; slow learning; unmotivated students; school failures and repeaters.
- b. From low income families.
- c. Physically handicapped (not to the extent of preventing student from performing duties).

Class instruction and clinical practice were conducted in a local school classroom. A two-hour time block, i.e., 90 minutes of class time plus transportation time, was used. In-service was conducted at Roane General Hospital with visits.

Major units of study were: History, Personal Grooming, Medical Terms, Nursing Procedures and Practice, Care of Patient, In-Service, Special Treatment, and Patient Admission and Review.

Guidance counselors and social workers worked with the students. Students were evaluated by written examination and scored on all clinic practice and in-service work. They were given the opportunity to file application at all local hospitals. Instruction included how to fill out applications and conduct during interviews. Job placement of students was attempted; follow-up records were kept on those employed and those going on for additional training.

Course materials were from the American Hospital Association with enrichment by films, filmstrips, reference materials and tours of local hospitals.

**NURSES' AIDE VOCATIONAL TRAINING PROGRAM FOR TERMINAL
HIGH SCHOOL STUDENTS WHO ARE DISADVANTAGED**

Roy E. Potter, Director
Ohio County Board of Education
2203 National Road
Wheeling, West Virginia 26003

Project Duration: July 1, 1971 - June 30, 1972 (second year)
Funds Approved: \$12,934
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To train disadvantaged senior high school students, who cannot be enrolled in regular vocational - technical programs, in Nurses' Aide Program.
2. To attempt to reduce dropout problem by providing these students with a new interest area.
3. To attempt to reduce unemployment rate of these students by providing them with employable skills.
4. Student must be able to understand the various roles and duties of a nurses's aide. This is to be demonstrated by passing a standardized test at the end of the program.
5. Student must demonstrate ability to perform all required duties: bed making; taking blood pressure, temperature, pulse and respiration; tray distribution; and bed baths.
6. The student must be able to identify by name and specific use this list of equipment: thermometer, sphygmomanometer, inhalation apparatus, drainage bags, enema equipment, oxygen tank and flowmeter (face mask and tent), weight scales, and intravenous standards.

Methodology

Programmed instruction was used in a clinically equipped class. The project also had on-the-job training in the hospital. The general topics stressed were interpersonal relationship in patient care, patients' unit, personal care, nutrition and food service, specimen collection, anatomy and physiology, care of the dying, body mechanics, medical and

surgical patient care, nursing arts and techniques, isolation patient care, patients' records and nursing observations, equipment and supplies, and introduction to condition of illness.

A counselor directed into the program students who met the following criteria: genuine interest in working with people and in helping the ill; positive attitudes toward work responsibilities; appropriate appearance, speech, and personal hygiene; good physical and mental health; and ability to read and to write English.

Students received three hours of training each day in the hospital setting from certified instructors. Students also received instruction (the other half of the day) at the home high school in classes using programmed instruction. Student progress and evaluation were recorded on 2 charts: group diagnosis and evaluation of skills, and individual student progress chart.

The program involved close cooperation with manpower agencies and with Wheeling Hospital.

Students' successful completion of the program was shown by using the vocational aptitude test. The students also had to demonstrate ability in performing specific duties as a nurses' aide.

OCCUPATIONAL EXPERIENCE TRAINING IN
SALES, DISTRIBUTION, SERVICES, AND INDUSTRIAL
JOBS NOT PROVIDED IN THE LEA PLAN
FOR DISADVANTAGED STUDENTS

Ray M. Kesler, Director
Monongalia County Vocational-Technical Center
1301 University Avenue
Morgantown, West Virginia 26505

Project Duration: July 1, 1971 - June 30, 1972 (second year)
Funds Approved: \$13,181.81
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To continue to expand a program in distribution, sales and services for disadvantaged secondary school students. The program consisted of: cooperative education in sales and distribution, service occupations, and industrial occupations not covered in local programs.
2. To include job placement in building trades, supermarkets, garages and other occupations that are compatible with the interests and abilities of the participants.

Methodology

Students were identified and selected jointly by guidance counselors, principals, and other cooperative education teachers on the basis of these criteria: Persons a) from poor educational background, b) from low income area, c) isolated from cultural, educational and/or employment opportunities, d) who could be identified as potential dropouts, and e) who were two years or more behind in class level.

Daily instruction took place in local business and industry and at the Vocational - Technical Center. Individualized instruction and job orientation were provided for each student. Instructors kept in communication with students and parents, as well as with employers and school administrators.

Vocational Development Inventory was used as a pre- and post- test to measure attitudes and probable job capabilities of project participants. Special individualized guidance services were provided for the students.

Student schedules were modified to provide for a three hour block of time. Teachers had a minimum of two individual contacts with student and employer.

Evaluation of the project was measured by determining effectiveness of attitude changes, job readiness and employability of students. An agreement of cooperation was executed for each student. Continuous supervision of students continued through the summer, and to their employment on a full time basis.

Students actively participated in cooperative work experience. Individual student progress was visible on the job and in classwork. The students developed awareness and satisfaction of being productive citizens.

A weekly seminar was conducted to improve the student-learner's work attitude and guide him through an awkward period of employer/employee relationship.

OCCUPATIONAL PREPARATION FOR CONSTRUCTION INDUSTRY

Dixon Law, Project Director
Ritchie County Board of Education
217 W. Main Street
Harrisville, West Virginia 26362

Project Duration: February 5, 1971 - August 31, 1971
Funds Approved: \$9,870
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To train disadvantaged high school youth, recent school dropouts, and disadvantaged adult males in skills and attitudes necessary for employment in the construction industry.
2. To increase the number of disadvantaged youth and adults enrolled in vocational education, completing high school with job skill instruction, and who go into the construction field or related fields.
3. To provide participants with direct or simulated work experience in an actual work setting.
4. To provide job placement for participants completing the program.

Methodology

Twelve to twenty male students received at least 270 hours of class instruction in rough carpentry and masonry. These instructional areas were incorporated into a regular day program.

Of the 12-20 participants, approximately 50% were secondary students with poor academic motivation, 20% school dropouts of 16-21 years of age, and 30% unskilled or semi-skilled adults who received incomes below poverty level and who were dependent upon social services.

Curriculum utilized suggested basic components from the Bureau of Vocational Education curriculum guide for rough carpentry and masonry. Self-evaluation by participants and evaluation by instructors took place on a regular basis. Summer employment records for participants completing this project were maintained and completed 20 days following the end of classes.

OPPORTUNITIES FOR DISADVANTAGED
YOUTH TO EXPLORE CLUSTERS
OF OCCUPATIONS

Sidney L. Linville, Project Director
Putnam County Vocational-Technical Center
Eleanor, West Virginia 25070

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$8,863.40
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide disadvantaged students with an opportunity to explore areas of interest.
2. To enable disadvantaged students who are available for school to enroll in beginning vocational area to obtain skills that would help them to become gainfully employed.
3. To provide program development and course construction to improve the student's chance to succeed.
4. To provide counseling to aid placing persons in the employment area that he or she is best suited for and interested in.

Methodology

Identification of specific persons who qualified for the program was done by the administrator, high school counselors, and Neighborhood Youth Corps officials. Use was made of the state computerized printout record of dropouts. Each applicant was interviewed and some were given the Kuder Preference Interest Survey and/or part of the Differential Aptitude Test. Each student was placed in an area related to his ability and aptitude.

The applicant was motivated by a diversified course program, allowing him to select from the following available units: electricity, sheet metal, drafting, carpentry, carpentry finishing, or the area of his choice. The course was 540 hours of instruction in a cluster type curriculum. The course structure was approximately 40% theory and classroom, and 60% work or laboratory experience.

The instructor and project administrator made a study of course content and material to determine needed modification and special audio-visual aids and/or other materials required to accomplish the goals of the course. These modifications were based on educational level, interest, skills and needs of students.

A pre-service training program was held for the teachers of the program to help them recognize, understand, and help overcome problems of students.

Individual instructors evaluated student progress on both shop proficiency and classroom effort. Four separate evaluations were made at 9 week intervals to keep the student aware of his progress. The successful employment ratio of project participants provided the best criteria of evaluating the project. A follow-up study will be conducted to determine the success of the program in relation to placement of participants.

PHILIP BARBOUR'S VOCATIONAL PROGRAM FOR ITS DISADVANTAGED

Everett E. Barnett, Project Director
Donald Cleavenger, Co-Director
Barbour County Board of Education
50 South Main Street
Philippi, West Virginia 26416

Project Duration: January, 1971 - June 30, 1971
Funds Approved: \$4053.20
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To aid educationally disadvantaged youth who are not succeeding in the regular school vocational program.
2. To reduce the dropout rate from 5% to 3%.
3. Participating students may be physically handicapped, pregnant students, or disadvantaged students who have reading 25% below normal, C-or below grades, achievement test scores 25% below average, or those with teacher or family recommendations.

Methodology

Three aides gave tutorial services to the disadvantaged youth and assisted the instructors with non-professional or routine duties so that more of the teacher's time could be spent with these students.

Individualized instructional material was used in agriculture, business, and wage earning home economics laboratories. One educational aide was assigned to each of these programs.

Evaluation activities included grade comparisons; teacher evaluations as to school attitudes, personality changes and work attitudes; and changes in attendance patterns.

PREPARING DISADVANTAGED STUDENTS TO
TAKE THEIR PLACE IN SOCIETY

Virginia W. Cook, Project Director
Wyoming County Board of Education
P. O. Box E
Pineville, West Virginia 24874

Project Duration: September 7, 1971 - June 29, 1972
Funds Approved: \$3,750
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To train 37 economically and academically disadvantaged girls in the 10th, 11th and 12th grades home economics occupational skills.
2. To provide experiences for these students so that they may gain confidence for entering a home economics occupation.
3. To increase the number of vocational and disadvantaged students in vocational programs.
4. To increase individual help to disadvantaged students.
5. To give students motivation for success in training for an occupation.
6. To aid students in finding employment.

Methodology

A cluster of courses included house keeping, child care, home nursing, and food service. The course was taught by a vocational teacher who was aided by the school nurse. The guidance counselor was also involved with the project.

The facility used for the project was the Home Economics Department of the high school. Also, a two story house was used, which is located behind the high school.

PRODUCTION HORTICULTURE

A. E. Sommer, Jr., Project Director
Mason County Board of Education
8th Street
Point Pleasant, West Virginia 25550

Project Duration: January 20, 1972 - June 10, 1972
Funds Approved: \$10,124
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide for 30 disadvantaged students a program of Production Horticulture that would have interest for students and would provide training needed for self-employment and/or salable skills.
2. To lower the dropout rate, by increasing the percentage of disadvantaged youth who complete high school with job skills.
3. To help develop in students sound ideals and attitudes.
4. To increase utilization of existing educational and community resources in order to serve disadvantaged youth and adults at the secondary and postsecondary level.
5. To use experiences in career exploration for disadvantaged students, who participate in direct or simulated work roles or in extensive observation in the actual work setting.
6. To provide job placement assistance for disadvantaged students.

Methodology

Training areas of the project included production greenhouse operation (producing crops such as trellis tomatoes, cucumbers, etc.); plant production for spring sales; vegetable and floral (spring and special occasion); field production of shrubbery and trees; landscaping; and lawn care management.

There were 30 participants 15 years of age or older, who were selected by the following criteria:

- a) test results (General Aptitude Test Battery, Vocational Interest and Otis-Bennet Mental Ability).
- b) school records including grade levels, participation in school activities, grades received, teacher observations, and attendance records.

- c) from geographically isolated areas having a minimum contact with cultural activities
- d) socio-economic data.

Students were offered an opportunity to belong to clubs, the band, sports teams in their home school, and to attend assemblies, plays and sports events.

Classes were ungraded and evaluation utilized the following criteria:

- a) Student attitude, as shown by attendance, work habits, cooperation and interest, was determined by teacher observation, class records and student interviews.
- b) The percent of students employed or re-entering regular educational programs.
- c) Follow-up program to ascertain student progress for a five-year period after graduation of a student from the program.

PROJECT 1971 (AN EXPLORATORY AND SKILL DEVELOPMENT
FOR THE SOUTH BRANCH VALLEY)

Gerald Chaddock, Project Director
Grant County Board of Education
Petersburg, West Virginia 26847

Project Duration: June 20, 1971 - July 30, 1971
Funds Approved: \$9,491.31
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide vocational training and exploration for dropouts and potential dropouts in the areas of business, welding, and auto mechanics.
2. To reduce the number of dropouts by 15.
3. To make school a meaningful experience to the project participants
4. To increase the number of students with salable skills.
5. To enhance the student's self-concept and allow him to experience success.

Methodology

Vocational training for the pre-job entry student provided needed skills and related information for job entry. Exploratory, or prevocational, training gave students a better understanding of job training in the area, as well as of basic skills.

Students selected for the program were from the three counties served by the center. They were 15 years of age or older and either academically, socio-economically or culturally disadvantaged. Individuals were selected for classes providing instruction in an occupational field on the basis of their potential for achieving occupational competence through instruction. Referrals were through cooperation with high school principals, guidance personnel, and teachers.

The staff of three instructors, one in each occupational field, and an Human Resource Coordinator was utilized. Instruction combined theory and practice with effective use of materials and equipment to insure the student in gaining a salable skill.

The Human Resource Coordinator and the director were responsible for placing the project participants into jobs for which they were trained. A five-year follow-up study will also be conducted on students who were not placed in jobs after completing the program.

The student's attainment of job entry level skills and their placement in jobs related to this training was the most decisive criteria for evaluating the students completing the project. The pre-vocational phase of the program was evaluated on the basis of student success, advancement, and attitude growth and development.

REMEDIAL RELATED INSTRUCTION
FOR
DISADVANTAGED VOCATIONAL STUDENTS

J. Richard Campbell, Project Director
Mineral County Vocational-Technical
Center

P.O. Box 548
Keyser, West Virginia 26726

Project Duration: March 1, 1972 - June 6, 1972
Funds Approved: \$3,740
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To offer Related Math, Related English, Blueprint Reading and Theory to disadvantaged and handicapped secondary and postsecondary students.
2. To up-grade the student, thus enabling him to succeed in his chosen field. Students were unable to perform mathematical calculations on the sixth grade level; they had no terminology required in the Trades and Industry areas.

Methodology

Instructional materials included textbooks, transparencies and overlays, magazines, slides, films and film strips and video taping.

Students were selected by the Counseling Service in cooperation with the related home schools. Intensive counseling took place throughout the program.

Evaluation of individual student's progress was made weekly by the instructor, counselor and co-director. Profile cards were maintained on all students. Final evaluation was the incorporation of students into further vocational education programs or their placement in jobs.

SEWING MACHINE OPERATOR

Charles T. Brooks, Project Director
 Mercer County Vocational-Technical
 Center
 Route #5, Box 3-A
 Princeton, West Virginia 24740

Project Duration: March 6, 1972 - April 24, 1972
 Funds Approved: \$5,166
 Grant Authority: Vocational Education Amendments of 1968, Part A
 Section 102.b

Objectives

1. To have project participants develop manipulative skills needed to meet the entrance requirements for employment in Industrial Sewing.
2. To provide related instruction concerning materials, maintenance processes, and production line techniques.
3. To prepare the trainee in intelligently meeting problems that arise as an employed worker.
4. To develop in the students an appreciation for the use and care of tools and equipment, as well as a knowledge of the conventional practices of the garment industry.
5. To place students in jobs suitable to their training.

Methodology

A new garment manufacturing industry located in Mercer County needs up to 200 trained workers. By training local people, labor is supplied to the new industry.

People of this district, especially those unemployed, can benefit from training by gaining a salable skill so that they can apply for, obtain, and hold jobs.

Project participants were disadvantaged adults and school dropouts who were 18 years of age or older. There were five classes a week for five hours per day with a total of 200 hours in the eight weeks. Class size was limited to 15 trainees because of the number of work stations in the training area. The small class size allowed more time for individualized instruction.

SMALL GASOLINE MOTOR MAINTENANCE

Thomas B. Freeman, Project Director
Anthony Correctional Center
Neola, West Virginia 24961

Project Duration: March 1, 1972 - June 30, 1972
Funds Approved: \$831.66
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To provide entry level job training in the field of gasoline motor repairs for 12 disadvantaged boys.
2. To provide motivation for potential dropouts, so that they complete high school with job skills.
3. To utilize concrete experiences for career exploration.
4. To provide training that is adjustable to the performance level of individual students.
5. To increase the utilization of existing Center resources by serving secondary disadvantaged youth.

Methodology

Students were recruited from the inmates of the institution. Two 80 hour sessions were conducted, each with six boys enrolled.

The lab method in the school facility, which used slides, texts, workbooks, assignments and demonstrations, took 25% of the time. The remainder or 75% of the time of the project was used in individual practical work on two and four cycle gasoline engines.

A boy showed satisfactory completion of the course by assembling a working engine starting with the components. Instruction was aimed at producing two types of workers. One was an individual who could work by himself or in a small group on small jobs involving repair or maintenance of gasoline motors. Typical jobs were repair of lawn mowers, mini-bikes, snowmobiles, boat motors and other similar equipment using small gasoline engines. The other type of worker was an individual who wanted to work for an employer on a job such as parts clerk or mechanic.

Evaluation was based on course completion, job placement, and analysis of progress and employment records as furnished by parole personnel.

SPECIAL OPPORTUNITIES CENTER

Mabel Nichols, Director
 Earl Sines, Co-Director
 Webster County Board of Education
 Webster Springs, West Virginia 26288

Project Duration: July 1, 1971 - June 30, 1972 (Second Year)
 Funds Approved: \$46,239.37
 Grant Authority: Vocational Education Amendments of 1968, Part A,
 Section 102.b

Objectives

1. To provide training for job skills and experineces for career exploration in these areas: Food Services, Building Construction and Maintenance, Clerical Work, Custodial Services, Arts and Crafts.
2. To provide this training for disadvantaged potential dropouts from special education classes.
3. To reduce the dropout rate; to provide terminal education for special education pupils; to increase the number and percentage of disadvantaged youth finishing school with a salable skill.

Methodology

Students were selected according to their capability, interest, and chronological age (13 and over, including students from Grade 7-12).

Flexible programming and modular scheduling assured pupil success. Instruction was commensurate with pupils' abilities. Counseling was in accordance with pupil needs.

A follow-up was carried out by counselor and co-director. Evaluation was based on pupil attitude and performance in relation to individual improvement and competency relevant to job placement.

This project was designed to provide training in job skills in five vocations in which there was shortage of labor in the local area. As there are no vocational schools in the local county, no terminal programs were previously available except those in higher education --- which involved only 30% of the student population.

TOUCH SHORTHAND AND OFFICE SIMULATION

Gerald Chaddock, Project Director
Louise Bowers, Co-Director
Grant County Board of Education
Petersburg, West Virginia 26847

Project Duration: January 14, 1972 - June 30, 1972
Funds Approved: \$9,427
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To provide Touch Shorthand and Office Simulation to 32 disadvantaged students of seven high schools within a tri-county area.
2. To facilitate entry into the world of work or re-entry into the educational system for project participants.
3. To facilitate individualized instruction.
4. To assure all participants an opportunity to gain a marketable skill in occupations including general secretary, technical scientific secretary, medical-legal secretary, executive secretary, conference convention reporter and court reporter.
5. To give students an opportunity to learn the basic responsibilities of accepting employment, and to take part in training other employees as a prerequisite for promotion.

Methodology

The learning vehicles were Touch Shorthand and APEX, a fictitious organization modeled after an actual American paper industry. Thus the classroom was converted into an operating business. The instructor acted as a resource person and office manager. The instructor also provided for individualized instruction to meet the needs of different members of the class. Attention was focused on the development of attitudes such as dependability, promptness, resourcefulness, pride, and maintenance of good human relations. Classes were two 2-1/2 hour blocks for five days a week.

Students were taught basic skills needed to be employable. The project's entry level positions in Touch Shorthand were legal, executive, conference-convention, and court reporting. Other APEX positions were typist, file clerk, machine operator, regional clerk, copy clerk, design clerk, billing clerk, payroll clerk, mail clerk, and receptionist.

Performance criteria were established for each of the entry level positions. Students were encouraged to evaluate their performance against these criteria. Evaluation provided the student with an immediate measure of results, and if necessary, guided a change in activities. The student obtained credit toward graduation in his home school for the work accomplished in the project.

VOCATIONAL BRAINSTORMING AND POTPORRI

Gene R. Bowling, Project Director
Fayette County Board of Education
Vocational Education
Fayetteville, West Virginia
25840

Project Duration: January 24, 1972 - June 30, 1972
Funds Approved: \$1,918.25
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To offer a program composed of a cluster of occupational skills and training, which is relevant to the home, community and industry.
2. To equip students with skills for employment, further vocational training, and improved home and personal care.
3. To have students explore occupational areas, and to enable them to select an area and work to whatever level desired or feasible.
4. To improve students' attitudes and goals toward the future.
5. To guide students toward more vocational training, and increase the possibility for them to succeed in a job.
6. To acquaint students with employer expectations of employee skills.

Methodology

This project was geared around individual needs to give students an opportunity to succeed in an occupational area, thus giving them incentive to strive for high goals, enter a job at an entry-level of employment, or go on for further vocational training.

Instruction consisted of developmental skills that provided knowledge in these areas: 1) cleaning: home personal use, home employment use, occupational use; 2) personal habits: cleanliness, attire;

responsibilities to employer; basic spelling, writing and math; inter-relationships with co-workers; 3) laundry service: home personal use, home employment use, occupational use; 4) creative skills: sewing, arts and crafts (crocheting, knitting, embroidery, etc.); 5) food service: home personal use, Introduction to Occupational Food Service; and 6) orientation to health occupations: personal hygiene, Red Cross Mother's Aide Course, first aid, day care training programs.

A VOCATIONAL BUILDING MAINTENANCE PROGRAM
FOR
EDUCABLE ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED STUDENTS
IN
BARBOUR COUNTY

Donald Cleavenger, Project Director
Oran L. Webb, Co-Director
Barbour County Public School System
50 South Main Street
Philippi, West Virginia 26416

Project Duration: March 13, 1972 - June 30, 1972
Funds Approved: \$7,361
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To develop in students skills and competencies required of a building maintenance employee.
2. To serve educationally and economically disadvantaged boys ages 15 and over. Students whose parents annual income was \$3,000 or less were given priority in entering the project, since the dropout rate was highest among the low income students who were also low achievers.
3. To develop in students acceptable attitudes toward work, school, community and self.
4. To have students develop cooperation and leadership, as well as an appreciation of the value of work and employment.

Methodology

Training and work experience were provided in the following areas of building maintenance and job related activities: 1) cleaning (washing and replacing windows, scrubbing, washing and waxing floors and walls, raking and removing snow from the grounds, storage of equipment and safety); 2) painting (preparation and trim of interior and exterior, equipment care, mixing and selection and application of paint); 3) lighting (basic wiring, electrical safety, replacement of equipment); 4) plumbing (basic repairs and installing fixtures); 5) landscape (trim and care, tree planting, walks and concrete); and 6) construction (equipment, plastering, concrete and remodeling).

A VOCATIONAL BUILDING MAINTENANCE PROGRAM
FOR EDUCABLE ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED STUDENTS
IN DODDRIDGE COUNTY

James Jay, Jr., Project Director
Ora Ford, Co-Director
Doddridge County Public School System
Sistersville Pike
West Union, West Virginia 26456

Project Duration: January 1, 1972 - June 5, 1972
Funds Approved: \$7,890.54
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To develop in project participants:
 - a) individual skill with hand and power tools used in building maintenance,
 - b) acceptable attitudes toward work standards,
 - c) an appreciation of the value of work and employment,
 - d) skills necessary for employment, such as following directions,
 - e) traits of cooperation and leadership, and attitudes of importance to school, community and self.
2. To insure success in employment.
3. To reduce the dropout rate.

Methodology

The project consisted of orientation of basic knowledge and skills, and job training. Training and work experience were in the following areas of building maintenance and job related activities:

- a) Cleaning windows, floors, walls, grounds; storage of equipment, safety.

- b) Painting interior, exterior; equipment care; mixing, selecting, and applying of paint.
- c) Lighting: basic wiring, electrical safety, replacement of equipment
- d) Plumbing: basic repairs, installment of fixtures
- e) Landscape: trim and care, tree planting, walks and concrete.
- f) Construction: equipment, plastering, concrete, remodeling

Students received over 300 hours of training during the school year. The 20-30 participating students were characterized as socially, economically, culturally and educationally disadvantaged boys, as identified by the teaching staff at the high school and as measured by standardized tests.

The project was evaluated in terms of:

- a) an increase of job placement over the next two years,
- b) a decrease in the dropout rate of boys in Doddridge County,
- c) individual progress in job skills and retention, and
- d) an apparent change of attitude of positiveness in participants.

VOCATIONAL GENERAL BUILDING MAINTENANCE AND CONSTRUCTION
FOR
DISADVANTAGED IN SCHOOL YOUTH

Charles Allen, Project Director
Monroe County Schools
P.O. Drawer J
Union, West Virginia 24983

Project Duration: February 1, 1971 - June 9, 1971 (First Year)
July 1, 1971 - June 30, 1972 (Second Year)

Funds Approved: \$ 4,801.86 (First Year)
\$19,265.60 (Second Year)

Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To improve and expand the general shop program by teaching basic skills in General Building Maintenance and Construction to high school students.
2. To provide practical experience in Building Maintenance and Construction in order to stimulate participants to continue in the program.
3. To involve economically and educationally disadvantaged students, who are presently enrolled in shop classes.
4. To train potential dropouts.
5. To secure employment for project participants in the area of Building Maintenance and Construction.

Methodology

Various levels of training allowed students to adapt to the project. These students failed academically, but benefited from a vocational program in manual skills. Students gained skills for eventual employment as a carpenter helper or an independent employee.

Instruction, in the form of a cluster approach, used laboratory methods as well as classroom teaching. Instructional materials consisted of basic tools, reference books and blueprints, etc. The program included fundamentals of carpentry, plumbing, electricity, masonry and painting, as well as custodial services. A planning period for instructors and assistance of one other teacher during class period resulted in maximum use of the classes.

Evaluation was based on criteria of student progress in classwork; student interest, attitude, and reaction to a totally new learning experience; attendance; course completion; and relationship between academic and vocational grades resulting from successful experiences in the new program.

The shop or lab program involved both group work as well as individual job assignments. Typical jobs for which students were trained were construction of small buildings, bus houses, room additions, book cases, side-walks, foundations; and painting, electrical, and plumbing services.

WELDING, CLERICAL, AND NURSES AIDE

David E. Smith, Project Director
Pocahontas County Board of Education
926 Fifth Avenue
Marlinton, West Virginia 24954

Project Duration: June 21, 1971 - June 10, 1972
Funds Approved: \$13,798.79
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Objectives

1. To provide job skill training in three vocational areas in which there is a shortage of labor in the county: clerical training, welding, and nurses aide.
2. To help potential dropouts in school so that they can gain a skill. Forty-five disadvantaged secondary and postsecondary students were selected for this training.
3. To lower the dropout rate for these disadvantaged students and to increase job placement for these students.

Methodology

Clerical Training. There was a clerical program three hours a day for six weeks in the summer for slow learning students who had one year of typing and planned to enroll in the clerical block class; and for disadvantaged students in the clerical block who needed to complete work in order to compete with the other students in the regular class. This program trained students as secretaries, clerks, bookkeepers, stenographers and typists.

Nursing Aide. The nurses aide class for disadvantaged girls was three hours a day for one school year. Qualified nurses instructed the girls concerning care of the sick or injured in a hospital or private home. Neighboring hospitals donated equipment for instructional purposes.

Welding. A welding class was held during the summer for six hours a day for six weeks (180 hours). It was for 1971 senior high school boys who had to complete only half of the two year welding course before graduating. These 18 boys were disadvantaged in that they would not be able to complete the course and its required materials in order to pass the welding certification test.

These boys were able to do work on construction jobs, power plant construction, coal mines (deep mines), bridge construction, maintenance welding, in stone quarry and strip mines, strip mining construction, automobile manufacture and maintenance, or to be self employed.

SECTION II

PROJECTS FUNDED THROUGH AUTHORITY
OF VOCATIONAL EDUCATION AMENDMENTS
OF 1968 (PL 90-576), PART B,
SECTION 122 (a) (4) (A) AND
SECTION 122 (a) (4) (B)

BASIC REMEDIAL EDUCATION
FOR
THE HANDICAPPED

D.W. Fox, Project Director
Charles G. Moore, Co-Director
Cabell County Board of Education
620 Twentieth Street
Huntington, West Virginia 25703

Project Duration: July 1, 1972 - June 30, 1973
Funds Approved: \$43,244.31
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

Objectives

1. To offer services of a Remedial Center to 60 to 75 vocational students currently enrolled in Fairfield School.
2. To have students realize their strengths and weaknesses in basic skills needed for career training, and gain additional knowledge of occupations.
3. To offer individualized instruction to students in areas in which they experience difficulty.
4. To have students create and pursue an area of interest and wise use of leisure time and hobbies.
5. To offer students a variety of successful learning experiences, so as to increase their feelings of dignity and worth as individuals.

Methodology

Students were at least 15 years of age and were classified as educably mentally retarded. Their handicaps included mental retardation hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired. Students were referred to the instructor of the Basic Remedial Education Center for diagnostic evaluations, which determined their learning strengths and weaknesses. Students with specific learning disabilities received a prescriptive learning program directed by a Center instructor.

Individualized programmed materials were used and students were guided toward attainment of basic skills needed for vocational competency.

The Avid Instructional System of group presentations and individualized instruction using a variety of media was used to help the students become self sustaining and employable. Four major areas of the Avid System were: Basic Knowledge and Skills, Job Preparation and Responsibility, Employment Opportunity, and Basic Needs for Successful Living. These materials offered students effective and practical materials for the purpose of attaining an academic level sufficient for competition in today's society. The Avid system allowed a student to proceed without pressure at his own rate. His responses received immediate confirmation and appropriate reward, which effectively developed a positive self-image.

Students who were scheduled into the Remedial Center instead of into academic classes, received credit needed to meet graduation requirements.

Students were evaluated by check lists and diagnostic evaluations in the form of pre- and post- tests (Spache Diagnostic Reading Scales and Standard Diagnostic Arithmetic Test, Level II). Other tests were selected by the instructor for more specific deficiencies.

BUILDING MAINTENANCE

Charles T. Brooks, Project Director
Mercer County Board of Education
1420 Honaker Avenue
Princeton, West Virginia 24740

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$16,066.15
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

Objectives

1. To offer a program in building maintenance to include development of manipulative skills and of related instruction, i.e. a knowledge of materials, maintenance process, systems and equipment, cleaning process, finishes, maintenance of equipment and minor repairs of equipment.
2. To develop in students an appreciation for the use and care of tools and equipment, the vocabulary necessary to communicate within the field of Building Maintenance, and an insight into the conduct required of these workers.
3. To upgrade students into the regular program if warranted by their interest, natural ability, testing and work habits.
4. To place students in jobs suitable to their training.

Methodology

The project participants were at least 15 years of age, and were considered economically disadvantaged. They fell behind in grade level because of lack of motivation. This project provided vocational training and gave students incentive to remain in school to obtain skills for holding a job.

Class size was limited to 15 students each, which gave the instructor time to work with students individually. There were two 3-hour classes, five days a week. Training at first was exploratory. As the students developed interests, training became more specific.

As vacancies occurred because students advanced into regular programs, new students were added, thus maintaining class size. If a student could not advance or be placed in a suitable job, he was kept in the program until he left school or he was trained to the limit of his capabilities.

Students participated in 300 class hours. The project began with an orientation to basic knowledge and job skills. This was followed by on-the-job training and actual work experience with the building maintenance crews. Students were paid the minimum wage. The boys were provided with bus transportation during the work experience phase of the project.

Project evaluation was measured in terms of job placement of students, a decrease in the dropout rate of boys in the county, individual progress in and retention of job skills, and positive attitudes of the project participants.

BUSINESS TRAINING FOR THE DISADVANTAGED POSTSECONDARY ADULT

Herbert Holstein, Project Director
Lincoln County Board of Education
P.O. Box 437
Hamlin, West Virginia 25523

Project Duration: February 8, 1971 - May 14, 1971 (First Year)
Funds Approved: \$5468.50
Grant Authority: Vocational Education Amendments of 1968, Part A,
Section 102.b

Project Duration: October 6, 1971 - April 21, 1972 (Second Year)
Funds Approved: \$11,371.26
Grant Authority: Vocational Education Amendments of 1968, Part B,
Section 122 (a) (4) (A)

Objectives

1. To establish an occupational business training program for academically, socio-economically, or culturally disadvantaged persons.
2. To lead these persons to job placement by enabling them to enroll in the night vocational program at the new Lincoln County Vocational Center.
3. To provide postsecondary adults with the background necessary to further their career preparation in postsecondary training program, salable skills necessary for job entry, and skills, attitudes, and work habits needed for employment in a cluster of closely related occupations.
4. To give each student individual attention and instruction for entry level job skills as well as emotional and social skills and knowledge essential in the world of work.

Methodology

Emphasis was placed on business standards and job competence. Activities promoted positive attitudes toward the field of work, work as a means of obtaining satisfaction, and one's self in relation to work.

This project exposed disadvantaged postsecondary participants to information concerning record keeping, check writing, banking and simple bookkeeping, and actual participation in the complete cycle of bookkeeping procedures. Also, typing and use of office machines was taught.

Evaluation was conducted through pre-testing and post-testing of the efficiencies of the participants. Constant evaluation was made throughout the project by giving the adults the skill that allows them to compete in the world of work.

A DOMESTIC SERVICE PROGRAM
FOR
DISADVANTAGED AND HANDICAPPED GIRLS
IN
OHIO COUNTY

Roy E. Potter, Project Director
Louis A. Mazzoli, Co-Director
Ohio County Public School System
2203-5 National Road
Wheeling, West Virginia 26003

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$15,500
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

Objectives

1. To orient about 30 disadvantaged and handicapped girls, ages 15-19, to the world of work.
2. To retain these students in school by seeing that the project interests the students and makes them feel that they are progressing toward realistic goals.
3. To have students develop responsibilities of citizenship and learn about job requirements in a realistic and meaningful setting. Traits stressed were responsibility, reliability, proficiency and the importance of holding a job.
4. To teach students the basic skills needed in finding and retaining employment in the area of domestic service.

Methodology

The project was divided into three training sequences. First was orientation with classroom presentation of basic skills in food handling, housecare, child care, telephone use and basic communication. Next was in-school work training and work site visitations. Last was on-the-job training before being placed on supervised jobs. During the training program, students were exposed to the proper use and care of kitchen, laundry, cooking and cleaning equipment. Training was presented to the students in units, so that the concepts taught were continually reinforced throughout the project.

The project was housed at Lincoln Special School in Wheeling, because its Home Economics Department housed a 1200 sq. foot work kitchen, a five room apartment complex and a large classroom area. Students were trained in the following areas of domestic service:

- 1) housecleaning (windows, floors, furniture, walls, beds, bathroom, trash, and telephone),
- 2) child care (bath, dress and undress, supervised play, feed and clean),
- 3) home laundry (press or iron, wash, operate clothes dryer, fold or hang clothes, mend or repair clothes),
- 4) meal preparation (prepare, cook and serve food, clear table, wash and dry dishes, operate dishwasher, clean kitchen appliances),
- 5) guest room preparation (sweep, clean, change beds, fold linens, mop floors), and
- 6) hospital room cleaning (sweep, dust, change beds, etc.).

Evaluation of the project was measured by job placement and retention in jobs of students, a decrease in the dropout rate of girls in the county's Special Education Program, and individual student progress in the various jobs and skill areas.

JOB ENTRY LEVEL TRAINING
FOR
OUT OF SCHOOL DISADVANTAGED YOUTHS AND ADULTS

Sidney L. Linville, Project Director
Putnam County Board of Education
Eleanor, West Virginia 25070

Project Duration: February, 1971 - August 26, 1971 (First year)
October, 1971 - June, 1972 (Second year)

Funds Approved: \$24,964 (First year)
\$27,801.86 (Second year)

Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (A)

Objectives

1. To provide disadvantaged adults and dropouts with an opportunity to gain job-entry level skills or to upgrade their skills.
2. To provide job training in the evenings, thus accomodating those persons who were employed. Occupational areas included Auto Body Repairman, Commerical Cook, Nurse's Aide, Arc Welder, Auto Serviceman and Building and Grounds Maintencenceman.
3. To provide job placement for program participants.
4. To offer training opportunity, based on developing a student's salable skill, as well as on academic achievement.
5. To develop course outlines to meet state requirements and to fit within the framework of student's ability.

Methodology

The program involved 90 participants for the six courses, and seven instructors (one for a related math-science class). There were 394 hours of instruction in all of the above occupational areas except Nurse's Aide, in which there were 240 hours. Pre-service and administrator-instructor conferences were conducted to outline the program and secure needed teaching materials. All courses were approximately 20% theory and classroom work and 80% laboratory experience.

The instructors evaluated both shop proficiency and classroom effort of the project participants. Successful employment was the best criteria of program evaluation. Data was gathered by a follow-up study to determine the success of the program in terms of job placement.

Students were placed into the program by the following factors:

- a) . Student interest to enroll.
- b) Past records of achievement and training.
- c) Results of Kuder Preference Interest Inventory and/or parts of the Differential Aptitude Test.
- d) Determination of ability as opposed to interest was discussed in a counseling interview with students before their enrollment.

After completion of the program, each student was assisted in making application for work. A concerted effort was made to secure job placement for each student.

OCCUPATIONAL PREPARATION FOR CONSTRUCTION TRADES
ROUGH CARPENTRY AND MASONRY

F. Dixon Law, Project Director
Ritchie County Schools
217 W. Main Street
Harrisville, West Virginia
26362

Project Duration: January 1, 1972 - June 30, 1972
Funds Approved: \$11,233
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (A)

Objectives

1. To offer 20 disadvantaged high school youth and recent school dropouts (ages 14-21) the opportunity to obtain skills, develop attitudes, and receive information necessary for employment in the construction industry.
2. To provide participants with concrete experiences in direct or simulated work roles in an actual work setting.
3. To provide job placement assistance for participants completing the project.

Methodology

Facilities for this project were located away from the existing high school in a vocational center. Most of the participants were secondary students with histories of poor academic motivation. Some were school dropouts from Ritchie County who were unemployed or underemployed. Seven students were special education students at the secondary level.

The curriculum for the project utilized the suggested basic components of the guide by the West Virginia Division of Vocational Education for rough carpentry and masonry. Repair and construction projects were suggested through the Ritchie County maintenance department.

Questionnaires were developed for self-evaluation and were completed by both the instructor and participants on a regular basis. Summer employment records for participants completing the project were maintained and completed 20 days after termination of class instruction.

One unit of high school credit was given for successful completion of the 270 hours of classroom instruction (3 hours per day). Letter grades were given to the secondary students. Certificates of completion were presented to all students completing the class.

OFFICE OCCUPATIONS PROGRAM FOR HANDICAPPED PERSONS

Roy Potter, Project Director
Louis Mazzoli, Co-Director
Ohio County Board of Education
2203-5 National Road
Wheeling, West Virginia 26003

Project Duration: August 1, 1971 - June 30, 1972
Funds Approved: \$7,739.24
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

OBJECTIVES:

1. To provide individualized instruction in the areas of type-writing and office machines to twelve students who are socially, economically, culturally and/or educationally handicapped.
2. To provide these students with the basic skills needed for employment in office occupations.

METHODOLOGY:

The Audio-Visual Tutorial Educational System was used to provide individualized instruction related to such jobs as office clerk, office messenger, mail clerk, clerk typist, machine operator, and related semi-skilled office occupations.

Instruction covered typewriting and office machines, electronic printing and Rotary Calculators, and ten-key adding machine.

The instructional system centered around a private learning carrel which contained a cassette tape player, earphones and a slide projector. The student at the console learned basic skills from the tape and slide presentation, which was designed to lead the student lesson-by-lesson at an individualized rate.

A student record enrollment card was maintained on each student. It contained general information and a record of the student's progress. Also, a student form for each instructional unit was maintained and included information on the amount of time needed to complete the unit. Information on the two forms was analyzed to determine the feasibility of the Audio-Visual Tutorial Educational System for instruction.

PREPARING DISADVANTAGED STUDENTS TO TAKE THEIR PLACE IN SOCIETY

David McElwain, Project Director
Braxton County Board of Education
Fourth and Main Street
Sutton, West Virginia 26601

Project Duration January, 1971 - June 30, 1971 (First Year)
November 1, 1971 - June 9, 1972 (Second Year)

Funds Approved: \$4,193.40 (First Year)
\$3,811.20 (Second Year)

Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b (First Year)
Part B, Section 122 (a) (4) (B) (Second Year)

Objectives

1. To meet the needs and desires of disadvantaged students by giving them occupational information and vocational experience so they will benefit from the school's vocational programs. All non-college bound students were encouraged to pursue a vocation or a cluster of vocations so that they would remain in the local rural community and make an adequate livelihood.
2. To give ninth grade students an insight into the vocational program, so that they would want to stay in school and be trained in a field of their choice.

Methodology

The Strong Vocational Test (Aptitude) was given to all disadvantaged ninth grade students. The guidance counselor discussed the results individually with each student. The test results were used to guide students into the existing training programs, and also as a guide for setting up new programs.

The instructional blocks were office occupations, rural occupations, clothing construction, and blueprint reading and vocational mathematics.

- a. Office occupations block: A two hour block for 15 disadvantaged students from the ninth and tenth grades. They used textbooks, workbooks, visual aids, typewriters, adding machines, duplicators and other office machines in order to become familiar with all phases of office work.

- b. Rural occupations block: A two hour block for ninth grade disadvantaged boys not enrolled in a vocational program. Emphasis was placed on part-time farming in conjunction with another wage earning occupation available locally. Also included was instruction on the advantages of rural living and community cooperation. These boys were oriented in agriculture, carpentry, forestry, welding, and electrical repairs through field trips and in vocational shops.
- c. Clothing Construction: A two hour block for ninth grade disadvantaged girls interested in a wage earning occupation or homemaking. The girls learned grooming and had an opportunity to make several items of clothing for their own use.
- d. Blueprint reading and vocational mathematics block: For boys in the three industrial shop classes. Instruction, by a retired industrial arts instructor with several years experience in commercial work, included elementary drawing leading to blueprint reading; reading measurement instruments; figuring board feet, areas of squares, cubes, angles, etc., and making out bills of material and financial estimates on construction.

A VOCATIONAL BUILDING MAINTENANCE PROGRAM
FOR
EDUCABLE MENTALLY HANDICAPPED STUDENTS
IN
OHIO COUNTY

Roy E. Potter, Project Director
Louis Mazzoli, Co-Director
Ohio County Public School System
2203-5 National Road
Wheeling, West Virginia 26003

Project Duration: August 15, 1971 - June 30, 1972
Funds Approved: \$16,963.79
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

Objectives

1. To train in the area of building maintenance disadvantaged and mentally handicapped boys, ages 15-19, who expressed interest in the project.
2. To have the project interest the students, so that they feel they are progressing toward realistic goals.
3. To teach students to work with hand and power tools.
4. To develop in students acceptable work standards and habits, values and appreciation of work, and responsibility toward work.

Methodology

Training and work experience was provided in the following areas of building maintenance and its job related activities:

- 1) cleaning (windows, floors, walls, halls, grounds, storage and safety),
- 2) painting (interior, exterior, equipment, paint and brushes),
- 3) lighting (floor, basic wiring, etc.),
- 4) plumbing (faucet, drains, basic repairs) and
- 5) construction techniques (materials use estimate, framing, plastering, concrete and clean-up).

The project, which consisted of 400 class hours per section, was divided into three training sequences:

- 1) orientation to basic skills in maintenance,
- 2) in-school work training, and
- 3) on-the-job training before being placed in supervised jobs.

Termination of training resulted in the student's job placement and successful functioning in duties and tasks required by the employer for three months. When a student faltered or failed at anytime before the end of the three months, his employment was terminated on the consent of the employer. The student then received further training and was considered for employment at a later date.

Evaluation of the project was measured in terms of: student's job placement and retention in jobs, a decrease in the dropout rate of boys in the county's Special Education Program, and individual student progress in job skills.

A VOCATIONAL BUILDING MAINTENANCE PROGRAM
FOR
HANDICAPPED PUPILS
OF
BERKELEY COUNTY

L.S. McKinney, Project Director
Ronald E. Dellinger, Co-Director
Berkeley County Board of Education
401 South Queen Street
Martinsburg, West Virginia 25401

Project Duration: March 20, 1972 - June 30, 1972
Funds Approved: \$6,836.47
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

Objectives

1. To offer a building maintenance program to mentally and/or physically handicapped boys.
2. To develop in the students competencies, such as skill with hand and power tools, as a building maintenance employee.
3. To have students develop acceptable attitudes toward work and traits such as cooperation, good citizenship, responsibility, and proficiency in their work.
4. To orient students to the world of work and acquaint them with problems in choosing and retaining a job.

Methodology

Training areas of the project consisted of the following job related activities:

- 1) cleaning (windows and floors, walls, grounds, storage of equipment and safety),
- 2) painting (exterior, interior, equipment care, and mixing, selection and application),
- 3) lighting (basic wiring, electrical safety, and replacement of equipment),

- 4) plumbing (basic repairs and installment of fixtures),
- 5) landscape (trim and care, tree planting, walks and concrete), and
- 6) construction (equipment, plastering, concrete and remodeling).

Emphasis was concentrated toward on-the-job training and job placement or entrance into an advanced training program.

Evaluation of the project was measured by:

- 1) placement of vocationally skilled students in gainful employment,
- 2) specific skills acquired by the students, and
- 3) contact between employed handicapped persons and training personnel.

A VOCATIONAL TRAINING PROGRAM
IN
DOMESTIC SERVICES
FOR
HANDICAPPED YOUTH

L.S. McKinney, Project Director
Suellyn L. Hedges, Co- Director
Berkeley County Public School System
401 South Queen Street
Martinsburg, West Virginia 25401

Project Duration: March 15, 1972 - June 30, 1972
Funds Approved: \$5,518
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (B)

Objectives

1. To develop in twenty handicapped male and female students ages 15-19 domestic trades skills through vocational training.
2. To have students achieve self-sufficiency, so that they may get and keep a job.
3. To orient students to the world of work and teach them the basic skills needed in finding employment in the domestic service area.
4. To stress traits such as responsibility, reliability, proficiency, and the importance of holding a job.
5. To provide job placement for and follow-up of students.

Methodology

Training included special consideration of minimal reading levels and retention qualities. Realistic demands in work and training included highly supervised physical activities as well as instructional sessions. Realistic training and work experience were provided in the following areas of domestic service: house cleaning, home laundry, meal preparation and dishwashing, guest room preparation, hospital room cleaning, and rest room attendant.

The project began with classroom orientation to basic skills in food handling, dishwashing, house care, restroom cleaning, telephone use and basic communication. On-the-job training took place before a student was placed in a supervised job. After a student finished the training, he or she was placed in a job for 3 months, or as long as he or she functioned successfully. Otherwise, employment was terminated by the consent of the employer and the student received further training.

The project was evaluated by these measures: job placement and job retention of students, a decrease in the dropout rate of tri-county special education students, and individual student progress in the various job skills.

WELDING

David E. Smith, Project Director
Pocahontas County Board of Education
926 Fifth Avenue
Marlinton, West Virginia 24954

Project Duration: September 13, 1971 - June 7, 1972 (second year)
Funds Approved: \$3,831
Grant Authority: Vocational Education Amendments of 1968, Part B
Section 122 (a) (4) (A)

Objectives

1. To offer a welding class for 19 disadvantaged students.
2. To encourage these students to enroll in Welding II, to complete the course, and to pass the test for a State Welding Certificate.
3. To provide training for job skills for which there is a labor shortage in the area.
4. To keep potential dropouts in school, until they gain a job skill.

Methodology:

The counselor, the advisory council and the director were responsible for selection of students for the project. Many of the participants were from families with less than \$3,000 annual income, behind in grade level, and potential dropouts.

The welding class met at the County Vocational - Technical Center from 3:15 p.m. to 6:00 p.m. on school days. Individualized instruction was stressed. Bus transportation was provided for the students by the County Board of Education.

The project was evaluated by:

- a) job placement of participants
- b) a decrease in the dropout rate for disadvantaged students
- c) recorded student progress and evaluation
- d) students gaining a welding certificate and being able to hold a job, and
- e) a follow-up of students by the Employment Security Office.

82/89

SECTION III

PROJECTS FUNDED THROUGH AUTHORITY
OF VOCATIONAL EDUCATION AMENDMENTS
OF 1968 (PL 90-576), PART C,
SECTION 131 (b)

90/91

ANALYSIS OF WOOD COUNTY, WEST VIRGINIA,
VOCATIONAL EDUCATION PROGRAMS

Jesse Thorpe, Project Director
Wood County Board of Education
Parkersburg, West Virginia 26101

Project Duration: February 1, 1972 - April 30, 1972
Funds Approved: \$4,275
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To evaluate existing vocational education programs in Wood County and their relationship to the needs of the area labor market.
2. To determine which vocational education programs need to be discontinued, expanded, or added.

Methodology

A consultant, employed to evaluate existing programs, made recommendations concerning areas which needed to be expanded, added, or discontinued. These recommendations were studied by the Wood County administrative personnel.

Consultants in areas such as building maintenance, health occupations, etc. were contracted to assist Wood County personnel in determining what new and expanded programs should be implemented. Plans were made to provide space in the new building for these programs.

BASIC METHODS COURSE IN BUSINESS
FOR THE VOCATIONAL EDUCATION DROPOUT
IN MAN HIGH SCHOOL

Elizabeth W. Paluso, Project Director
Logan County Board of Education
Box 270
Logan, West Virginia 25601

Project Duration: July, 1971 - June 30, 1972
Funds Approved: \$450
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objective

To introduce a clerical program that would train 30 students, who are vocational education dropouts or who have academic handicaps, for business jobs that do not require shorthand skills.

Methodology

An Introduction to Business Methods class was offered to 11th grade vocational education students who had a low average, who did not do well in Typing I, or who did not plan to enroll in a shorthand class. The course was made up of the following units designed to improve scholastic achievement: Spelling Drills and Exercises, English Usage Drills, Punctuation Drills, Business Correspondence, Business Math, and Business Law. The first three units were programmed for typewriters and were designed to build typing skills. The Business Correspondence course allowed the student to experience greater scholastic success in verbal and nonverbal English and Communications. The math unit provided an intensive review of addition, subtraction, multiplication, division, fractions, decimals and percents. The law unit developed job-oriented skills as well as skills related to personal activities.

This project prepared participating students for the Clerical Office Procedures class in which they would enroll in their senior year. The project was evaluated by observations and records of students' progress, performance and attitudes; a decrease in the dropout rate of business education program; and testing. Students found security in knowing that they were able to do some jobs well.

CHILD DEVELOPMENT CURRICULUM

Dr. John A. Shultz, Project Director
West Virginia University
Morgantown, West Virginia 26505

Project Duration: January 1, 1972 - June 30, 1972
Funds Approved: \$6,242
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To develop and utilize a child development curriculum for high school home economics students in order to provide the students with information and experiences to prepare them for positions in child development centers with early childhood education programs.
2. To provide college bound students with a background to help them to decide whether to enter a child development program.
3. To educate and train high school students in providing stability and adequate development of their own children.

Methodology

Three high school home economics teachers were selected to implement the curriculum developed in the first phase of the project. A workshop was conducted which familiarized these teachers with the child development curriculum and discussed procedures for its implementation and evaluation.

Data was collected, analyzed and reported and curriculum was revised in light of the findings. Workshops were conducted for State home economics teachers who wished to use the curriculum.

A DEMONSTRATION OF REALITY TRAINING THROUGH
SIMULATION IN CLERICAL OFFICE PRACTICE

Mrs. Lyndall Wiley, Project Director
W. Perry Davis, Co-Director
Mercer County Board of Education
1420 Honaker Avenue
Princeton, West Virginia 24740

Project Duration: October 1, 1971 - June 30, 1972
Funds Approved: \$1,250
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To provide a State Demonstration Center for a simulated office experience.
2. To facilitate the transition from classroom to office through the use of integrated materials.
3. To give students the opportunity to see the relationship of one job to another, to learn the basic responsibilities employees assume when accepting employment, and to take an active part in training other employees as a prerequisite for promotion.
4. To provide for individual differences by allowing students to move from one position to another on the basis of potential and ability.
5. To integrate instruction and work experience as well as to teach the required skills and knowledges.

Methodology

APEX - American Paper Exporters Association - was the fictitious organization, modeled after a real one which served the American paper industry. The instructor, acting as office manager, hired each student for a specific job after the student formally applied and was interviewed. Ten entry level positions were offered. Methods and materials included data from reporting mills, transition units, mail input envelopes, meeting units, critical incidents and special projects.

It was found that in the project students were more serious about their work and became better typists and proofreaders. They became more efficient in planning the use of time and learned to organize materials effectively. Students learned that in an office everyone must do his part and accept responsibility. They attained a sense of satisfaction and accomplishment in carrying out their tasks.

The classroom was transformed into an office type situation and gave students opportunities to see the relationship of jobs to other employees' jobs. The instructor allowed a student to move from one position to another on the basis of his ability and the project's flexible structure. Students learned to work under pressure and meet deadlines. This program brought realism into the instruction because materials were based on data about actual paper mills.

It was recommended that the project not be used with fewer than eight students. Also, the instructor should have about a month before beginning the project to familiarize himself with the program and to collect and review materials.

HOMEMAKING: MANAGEMENT AND OCCUPATIONAL SERVICES

A.E. Sommers, Jr.
Mason County Vocational-Technical Center
Route #5, Box 3-A
Princeton, West Virginia 24740

Project Duration: February 15, 1972 - June 15, 1972
Funds Approved: \$6,944.93
Grant Authority: Vocational Education Amendments of 1968, Part A
Section 102.b

Objectives

1. To offer a program in home management and job skills to handicapped girls, helping them obtain entry level job skills, advance in their job, and/or enter into a regular vocational education program such as food service or industrial sewing.
2. To provide job placement for students completing the program, as well as for those who leave school.
3. To increase the number of handicapped youth who are enrolled in vocational education programs and who complete school with entry level job skills.
4. To provide effective supportive services for handicapped youth.
5. To maximize the potential for success for handicapped students through individualized programs that give each student an equal opportunity to learn with his own uniqueness.
6. To provide opportunities for students to develop personal and social skills, as well as providing skill training, work experience and on-the-job training.

Methodology

Instruction was centered around the following areas: food and food preparation, child care (of own and other children), health and safety, domestic work, hotel-motel work, social and personal development, waitress training and employability.

Project participants were 24 handicapped girls, between 15-19 years of age. The criteria for selecting the girls were that they:

- a) were able to understand simple directions,
- b) were socially developed to the extent that their behavior did not endanger the individual or others in the group,

FEASIBILITY STUDY FOR VOCATIONAL-TECHNICAL
NEEDS IN OHIO COUNTY

Virginia Lynch, Project Director
Ohio County Board of Education
Wheeling, West Virginia 26003

Project Duration: May 5, 1972 - June 30, 1972
Funds Approved: \$3,400
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To determine if the county's current vocational-technical education program:
 - a) meets the demands and interests of the students.
 - b) provides enough worthwhile learning experiences to prepare students for today's labor market.
 - c) curriculum needs to be enlarged.
 - d) provides sufficient facilities and equipment for good training.
 - e) should be changed by deletions or new additions.
2. To ascertain potential employment opportunities in the county and neighboring communities.

Methodology

The study provided for surveys, conferring with consultants or specialists, and evaluation of the present program which indicated necessary improvements.

Students (2,345) from both public and parochial schools in Grades 9 to 11 were asked to react to an interest survey. Assisting in various surveys were the Wheeling Chamber of Commerce (Business and Industry survey) and two local hospitals (Hospital and Health survey). Also reacting to surveys were 1,170 parents (in regard to vocational-technical education needs) and school administrators.

Consultants evaluated the data and gave advice concerning decisions to be made regarding curriculum, space and facilities.

IDENTIFICATION OF COMPETENCIES OF LOCAL DIRECTORS
OF VOCATIONAL EDUCATION

John K. Coster, Project Director
North Carolina State University
Raleigh, North Carolina 27607

Project Duration: October 1, 1971 - August 31, 1972
Funds Approved: \$40,308
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objective

To produce a list of competencies or abilities based on analysis of the expected or desired performance of the manager of the subsystem in West Virginia.

Methodology

Analysis was made of the State Division of Vocational Education to ascertain the mission of the system and the linkage between the state and local systems, and local systems of vocational education in five West Virginia local education agencies. An idealized model and a list of functions of vocational education in a local education agency in West Virginia were developed and validated against an analysis of five outstanding programs of vocational education outside the State. The competencies, derived from sub - subfunctions, were evaluated by an outside panel of consultants.

Competencies were based on an analysis of the performance requirements of the subsystem which the prospective trainee is expected to manage, and had the quality of being transformable into performance - based objectives for training programs for local directors of vocational education. The performance - based objectives had the quality of being assessable by criterion-referenced tests of performance.

IDENTIFICATION OF EDUCATIONAL AND TRAINING
NEEDS OF UNEMPLOYED YOUNG ADULTS IN
SUMMERS COUNTY

Gene Davis, Project Director
Summers County Board of Education
Box 430
Hinton, West Virginia 25951

Project Duration: February 1, 1972 - June 30, 1972
Funds Approved: \$4,395
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To determine the basic education and skill development needs of out of school, unemployed, and underemployed young adults.
2. To determine the interests in educational programs of the above population in order to meet their needs.
3. To design an educational program related to the needs and interests identified by the survey.

Methodology

Principals and guidance counselors in the schools were contacted for a list of high school dropouts within the past five years. Key people in the county were contacted in regard to supplying names of persons who were not high school dropouts.

After this information was obtained, additional personnel were employed in the project and trained in interviewing, use and purpose of survey instruments, and compiling and interpreting survey information.

Instruments were developed to determine the educational level, the areas of interest, and needs for basic education and skill training of the unemployed young adults. The young adults were interviewed by qualified persons. Questionnaires were sent to the target population.

AN IMPROVED CURRICULUM FOR
VOCATIONAL AGRICULTURE

John Aylor, Project Director
Hardy County Board of Education
Moorefield, West Virginia 26736

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$500
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objective

To obtain and coordinate teaching materials for the Vocational Agriculture courses taught in three Hardy County Schools.

Methodology

Teaching materials, mainly software, were selected and utilized in the curriculum. Most of the materials obtained were nonexpendable, i.e. reusable for future years, and were organized into units using the Agdex classification system. Students used the individual learning activities without the teacher being present. Units varied in degree of difficulty to accommodate the wide range of students' reading abilities. Learning units were centrally located so that they could easily be distributed to county and regional schools.

The project was evaluated by

- a) student questionnaires to gauge students' attitudes,
- b) perceptions of project staff on how the curriculum met student needs, and
- c) a measure of the extent to which the materials were used.

INCREASING VOCABULARY AND SPELLING
SKILLS OF VOCATIONAL STUDENTS IN THE
FIELD OF BUSINESS

Cleo Mathews, Project Director
Summers County Board of Education
Box 430
Hinton, West Virginia 25951

Project Duration: September 1, 1971 - June 30, 1972
Funds Approved: \$500
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objective

To develop vocabulary, spelling skills and language skills of vocational business students.

Methodology

Two groups of fifteen students each were studied to determine differences in using two different sets of materials. Students were pre-tested and evaluated for demonstration of progress in transcription. Techniques and presentation procedures were studied and changed when necessary.

INDIVIDUALIZATION OF INSTRUCTION
(DATA COLLECTION)

Lonnie Fluharty, Project Director
Marion County Board of Education
P.O. Box 712
Fairmont, West Virginia 26554

Project Duration: June 11, 1971 - June 30, 1972
Funds Approved: \$500
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To gain insight in how to expand individualized instruction in the Automotive Repair course in Marion County through observation of a successful program at Central Nebraska Technology.
2. To open lines of communication to provide for a future flow and exchange of ideas and materials.
3. To gain insight into the requirements of a total and successful program of individualized instruction.

Methodology

The principal investigator of this project visited Central Nebraska Technology, Hastings, Nebraska during the summer of 1971, during which time he consulted with the staff and observed the automotive program in operation. An analysis of this program of individualized instruction took place, and the ideas gained were incorporated into the local automotive repair course.

Some of the techniques observed were student orientation, use of teacher aides, format of materials, development of a resource library, balance between instructor direction and student initiative, use of audio-visual aids, evaluative techniques, and needed supportive services. The automotive repair curriculum was restructured and put into a curriculum management guide comparable to those used at Central Nebraska. Special emphasis was on pre-testing, performance objectives, success criteria, and post-testing. Several pieces of audio-visual equipment were obtained including available filmstrip film loops slides.

It is recommended that county vocational programs utilize the newly equipped facilities to provide for the wide range of student abilities, aptitudes and desires.

MINE MAINTENANCE MANUAL

Roy Wiseman
Kanawha County Board of Education
200 Elizabeth Street
Charleston, West Virginia 25311

Project Duration: July 1, 1971 - April 1, 1972
Funds Approved: \$500
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To expand the course of Mine Maintenance in West Virginia by means of a teacher-student manual.
2. To develop better trained students for employment in Mine Maintenance.

Methodology

Material was collected in order to develop a teacher-student manual on Mine Maintenance. Materials were collected from manufacturers, mine personnel, union officials and specialists in fields such as electricity, hydraulics, welding and fabrication. The manual is available to all mine maintenance instructors in the state for their evaluation and use with their teaching programs.

The Mine Maintenance Manual included an Introduction, Coal Quiz, Definitions, Electricity, and Problems and Hydraulics.

PROVIDING A CLUSTER OF HIGH SCHOOL
HOME ECONOMICS WAGE EARNING COURSES
WITH THE USE OF A PRACTICAL HOUSE

Virginia Cook, Project Director
Wyoming County Board of Education
Pineville, West Virginia 24874

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$500
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To provide training as a Nurses' Aide, Housekeeping Aide, Cook and Waitress or Child Care Worker for female high school graduates, so that they can find jobs within the community or nearby areas.
2. To acquaint students with a variety of employment opportunities.
3. To allow pupils to practice needed skills in a realistic situation.
4. To help students gain experience and develop skills in some types of jobs available locally.
5. To help students build the good work habits as they work on the wage earning units.

Methodology

A practice house was utilized in the following ways:

- a. One room was equipped with a hospital bed and storage for equipment and folding chairs.
- b. Cleaning equipment and supplies were assembled.
- c. The kitchen and two front living rooms were equipped to serve as a practice restaurant.
- d. Toys and other arrangements were made for nursery school age children.

Girls in each area were trained at the practice house so that they gained needed skills. County public health nurses helped in training Nurses' Aides. Food Service students prepared and served a variety of meals to students and occasionally to adults; they also studied and practiced cost management. Girls in the Child Care occupational area studied the psychology of handling children. The wage earning students managed the play school and served as teacher's aides in kindergartens, head start programs, and first grades of the school area.

Employment was attempted through publicity in local newspapers and women's organizations and by an arrangement with a local employment agency. A file of students completing the Nurses' Aide course is kept in the county health office.

It was recommended that training include much demonstration and practice. The combination of regular home economics laboratory classroom along with a practice house provided a wide range of educational opportunities for the enrolled high school students.

Two new wage earning courses planned for next year in this learning situation are building and grounds improvement and maintenance, and sewing and crafts for profit.

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

Mary Louise Klaus, Project Director
Raleigh County Board of Education
P.O. Drawer M
Beckley, WV 25801

Project Duration: February 1, 1972 - June 30, 1972
Funds Approved: \$24,364
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To provide a career awareness program in grades K-6 to create students' awareness of the many options available to them in the world of work.
2. To provide a career orientation program in grades 7-9 designed to give students a knowledge of occupational clusters within a broad spectrum of occupational families.
3. To assist students in grades 7-9 in the analysis of occupational information for decision making.
4. To improve guidance and counseling services at all levels, including the development of an elementary guidance program in one additional elementary school and increasing services and activities of junior high and high school guidance programs by the addition of para-professionals.
5. To provide placement for all students leaving the educational system in either a job, a postsecondary occupational preparation program or a baccalaureate education program.

Methodology

A Career Awareness Coordinator was employed to coordinate the development of the career awareness component in grades K-6. The coordinator conducted a review of literature, secured related materials and reports, and worked with teacher committees in order to incorporate career awareness activities into the program.

A counselor was employed to design a demonstration career orientation program for students in grades 7-9. Emphasis was on group guidance and other activities to increase students' knowledge of the labor market, job requirements and benefits and other occupational information. A program was

developed which utilized teachers, parents, curriculum and community resources for promoting career development concepts.

An additional elementary level counselor and four paraprofessionals for the junior and senior high schools were employed. A pre-service program was held for paraprofessionals and an in-service program was provided for counselors to incorporate the guidance component as an integral part of the career education project. The emphasis of the K-12 guidance program was on student needs.

A job placement service was established to serve as an extension of the guidance program at Woodrow Wilson High School. A placement officer worked in the high school and the county vocational-technical center and with business and industry to place students in full and part-time jobs.

RESEARCH IN DEVELOPING A PROGRAM
IN BASIC VOCATIONAL STUDIES

Edison C. Rine, Project Director
Brooke County Board of Education
17th and Charles Streets
Wellsburg, West Virginia 26070

Project Duration: August 1, 1971 - June 30, 1972
Funds Approved: \$18,000
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objective

1. To design a program in basic education and vocational education on secondary level incorporating the services of special education, vocational rehabilitation and vocational education.
2. To meet the needs of the emotionally, physically and mentally handicapped youth in relation to the practical wage earning aspects of the locality.

Methodology

Project activities included a search of current literature, observation and study of current related programs, consultation with specialists from special education, vocational rehabilitation, and vocational education.

A complete program for the secondary school handicapped students was developed to include curriculum design, administrative organization, philosophy and objectives, teacher selection, student identification, schedules, materials and supplies and equipment needed, skill-development methods, evaluation, budget, special training, placement and follow up procedures.

A three-week workshop was successfully conducted for teachers from Brooke County and other West Virginia counties. Visits were made to two Special Schools in West Virginia and Pennsylvania. Plans for implementing the new program were made.

SURVEY OF VOCATIONAL NEEDS IN
TAYLOR COUNTY

Charles Cather, Project Director
Taylor County Board of Education
201 W. Main Street
Grafton, West Virginia 26354

Project Duration: July 1, 1971 - February 15, 1972
Funds Approved: \$500
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To investigate student attitudes and preferences concerning vocational areas.
2. To involve citizens in selection of vocational areas to be offered in a proposed Technical Center.
3. To identify dropouts, handicapped and under-skilled persons in the area who may need further training.
4. To determine:
 - a. population patterns and trends in Taylor County,
 - b. mobility and present occupations of former students, both graduates and dropouts for 1969 and 1970,
 - c. interests of Business, Labor and Industry in expanded vocational program offerings, and interest in and request for adult and postsecondary training programs.

Methodology

A questionnaire was prepared and used in the survey. The purpose and needs of the proposed Technical Center were publicized via newspaper articles, visits to the PTA's, civic clubs, educational personnel meetings, radio station, contact with teachers, students, labor unions and employers.

Findings and recommendations of the project were as follows:

There was great interest of students, graduates, adults, labor, business and industry for a wide choice of vocational program offerings. Adults showed a great desire to participate in night classes so that they could up-date or upgrade their skills.

The dropout rate increased since 1968 to 8.3%, an increase of 65% over a three year period.

Both labor and business were interested in cooperating with the school system in establishing adequate vocational training facilities.

There should be a strong emphasis on vocational counseling and training for the disadvantaged and potential dropouts in 9th and 10th grades.

Programs to be expanded were Secretarial and Clerical, Welding and Industrial Arts. Programs to be updated were Machine Shop, to include Small Engine Repair and Maintenance, and Vocational Agriculture. A one semester course of Household Mechanics should be made available to all secondary school students.

Adult programs and evening classes should be expanded in academic and vocational areas.

Students in K-12 should be oriented to the world of work by means of intensive career exploration and occupational guidance.

The Board of Education should employ a County Coordinator of Vocational and Adult Education.

SURVEY RE: HOME NURSING AIDE
TRAINING FOR THE
HIGH SCHOOL SENIOR GIRL

Kathleen Hoth, Project Director
Fayette County Board of Education
Fayetteville, West Virginia 25840

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$300
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To derive the employment possibilities in the area, as well as the best method of placement of aides.
2. To derive the possibility of setting up a job registry for the aides upon their graduation from high school.
3. To discover personnel in the health occupations and related fields who would be willing to standardize job requirements.
4. To prepare high school students to care for the ill in the home in order to eliminate high costs of institutional care, to free hospital and nursing home beds for the acutely ill, and to relieve the emotional anxieties of a patient's family.
5. To prepare the student for better individual health and to be a better future wife and mother.

Methodology

Procedures consisted of organizing and mailing surveys, sending follow-up letters, tabulation of data, and committee meetings. Through a questionnaire it was found that the need for Home Nurses' Aides was great, and that field was a highly employable one. It was recommended that a vocational counselor should be hired to promote better selection of students into the program and to effect better placement of students after graduation. This counselor would work as a liaison between the schools and the employment agency.

THE SYSTEMS APPROACH: AN EMERGING
BEHAVIORIAL MODEL FOR CAREER GUIDANCE
OPERATION GUIDANCE II.

David Acord, Project Director
Kanawha County Board of Education
200 Elizabeth Street
Charleston, West Virginia 25311

Project Duration: December 1, 1971 - June 30, 1972
Funds Approved: \$12,889
Grant Authority: Vocational Education Amendments of 1968, Part C,
Section 131 (b)

Objectives

1. To develop a product package to include instruments and lists of career guidance methods and techniques that are needed by personnel in a high school to upgrade career guidance program.
2. To develop instructional materials, criterion tests, and procedures to enable personnel in a high school to acquire knowledge and skills required to use the above product package effectively.

Methodology

Operation Guidance enabled the school to design and customize its own program to fit its needs by giving it the capability for the following areas: collect and analyze evaluation data (student needs, program resources) for planning, decide on goals to best meet student needs, develop behavioral objectives for students after their completion of each phase of the guidance program, select for students from alternative career guidance methods and materials and pilot test these methods and materials, and install and operate an evaluation system for continually monitoring program effectiveness.

SECTION IV

PROJECTS FUNDED THROUGH AUTHORITY
OF VOCATIONAL EDUCATION AMENDMENTS
OF 1968 (PL 90-576), PART D,
SECTION 142.d

A CAREER AWARENESS, ORIENTATION AND PLACEMENT PROGRAM
FOR THE
WAYNE HIGH SCHOOL ATTENDANCE AREA

Henry A. Ray, Project Director
Wayne County Board of Education
212 North Court Street
Wayne, West Virginia 25570

Project Duration: August 23, 1971 - June 30, 1972
Funds Approved: \$14,060
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To make elementary grade students more aware of vocational possibilities.
2. To aid junior high school students in making vocational choices for which they are best suited.
3. To develop the student's knowledge of guidance resources in his school and community.
4. To place graduating seniors into gainful employment.

Methodology

This project provided orientation activities and introductory vocational courses for junior high school students, as well as presented teaching material to a group session of elementary teachers.

A vocational counselor worked closely with other high school guidance counselors concerning providing the students with information on vocational offerings, employment opportunities and job requirements, and counseling students on vocational choices consistent with their interest and ability. The vocational counselor also provided placement services, which included contact with prospective employers and involvement with the West Virginia Department of Employment Security.

COUNSELOR AWARENESS PROGRAM
FOR
VOCATIONAL EDUCATION

Virginia Robson, Project Director
Kanawha County Board of Education
200 Elizabeth Street
Charleston, West Virginia 25311

Project Duration: July 6, 1971 - June 30, 1972
Funds Approved: \$20,000
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To broaden student knowledge and understanding of the world of work, so that students will be better able to make wise career decisions.
2. To instill in students positive attitudes toward the world of work, as well as feelings of personal dignity in their chosen careers.
3. To update counselor knowledge and understanding of careers available through vocational education, apprenticeships, on-the-job training, postsecondary programs and job-oriented courses in the comprehensive high school.
4. To improve cooperative efforts among vocational education personnel, counselors and manpower agencies.

Methodology

A two week summer training program brought about counselor awareness of vocational education and careers. Summer school students were available for simulated counseling sessions with the counselors. This project assisted counselors in developing plans of intensive occupational guidance and counseling for students in their individual schools, and encouraged cooperation among vocational education personnel, counselors and principals through involvement in inservice programs throughout the school year.

DEVELOPING EXPLORATORY PROJECT
FOR A
RURAL COUNTY IN APPALACHIA

Hobart Riffe, Project Director
Monroe County Board of Education
Union, West Virginia 24983

Project Duration: September 1, 1971 - August 31, 1972
Funds Approved: \$2,500 (Planning Grant)
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

To develop a proposal for an operational grant, which will work toward these objectives:

1. To provide for an instructional program designed to present occupational information to students in Grades 7 & 8.
2. To provide for a vocational curriculum for students in Grades 9 & 10 that will enable them to make realistic occupational choices.
3. To expand present vocational curricula to include cooperative vocational programs and work-study programs for disadvantaged, handicapped and regular students in Grades 11 & 12.
4. To provide students, who have had no prior vocational training, with entry level job skills.
5. To provide vocational and educational counseling and job placement services for potential dropouts, handicapped, and others in Grades 11 & 12.

Methodology

Information relating to the vocational needs of local schools was compiled and a project was planned for implementation for two junior high schools and two senior high schools in the county. Project personnel consulted with state vocational education staff regarding guidelines for planning and implementation of a program to meet pre-determined needs for vocational education in the county.

Other activities included in-service training for local vocational teachers, securing guidance personnel, parental conferences to acquaint them with the program, and involving the school librarian in securing printed and audio-visual material related to the program and making it available to students, teachers and parents. In addition, news releases and brochures were prepared and distributed to interested members of the business community and service organizations. A career day was planned to include representatives from business, industry and other related vocational and professional areas.

DEVELOPMENT OF AN OCCUPATIONAL ORIENTATION
PROGRAM FOR GRADES K-6

Ray M. Kesler, Project Director
Monongalia County Board of Education
263 Prairie Avenue
Morgantown, West Virginia 26505

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$14,688 (Continuation Grant)
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To familiarize disadvantaged students with career information including: skills, abilities, and education required of jobs and the variety of career choices.
2. To assist students in making realistic job choices in line with their abilities and interests, as well as to help them develop appropriate work habits and attitudes.
3. To develop positive attitudes in the children about self and the world of work.

Methodology

The unit approach was used to develop children's attitudes by linking career development and curricula through films, career oriented texts, field trips, career clubs, role playing, art activities, games, speakers and assembly programs. This project presented a wealth of information and opportunities to help children become acquainted with their abilities and interests and relate them to the world of work. The project, being student centered and career oriented, attempted to consider school and out-of-school influences on children as they proceeded through career development.

A team approach was used to provide relevant and recent occupational information.

DISADVANTAGED JOB-ORIENTED LEARNING EXPERIENCE

Everett E. Barnett, Director
Barbour County Board of Education
50 South Main Street
Philippi, West Virginia 26416

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$26,496 (Continuation Grant)
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To offer job-oriented learning experiences and individualized instruction to educationally disadvantaged youth, 14-16 years of age.
2. To assist participants in improving and attaining: a) basic communication skills, b) skills in mathematical operations with whole numbers, c) attendance records that are an improvement over past records, and d) personal and social skills needed to adjust to a work situation.
3. To reduce the dropout rate of project participants.

Methodology

There was a team of three teachers in the areas of basic skills of communication and mathematics, consumer education and homemaking, and training in trade and industry. A master teacher directed and coordinated classroom learning experiences and opportunities for work in the community. There was a daily period of cooperative planning and evaluation for the project team members.

Evaluation was based on test results in basic skills (as determined from standard achievement test scores), attendance records, dropout records and pupil-teacher evaluation.

A follow-up was made of graduates to determine number employed and number retained in their jobs. This procedure attempted to determine how the project failed to meet certain needs of employed disadvantaged youth.

IMPROVING EFFECTIVENESS OF MULTI-COUNTY AREA VOCATIONAL PROGRAMS
THROUGH THE
PROVISION OF IMPROVED JOB PLACEMENT SERVICES
(Three projects encompassing nine counties)

Albert H. Linger, Project Director
Upshur County Schools
102 Smithfield Street
Buckhannon, West Virginia 26201

L.S. McKinney, Project Director
Berkeley County Schools
401 South Queen Street
Martinsburg, West Virginia 25401

Gerald R. Chaddock, Project Director
Grant County Schools
Petersburg, West Virginia 26847

Project Duration: January 1, 1972 - June 30, 1972
Funds Approved: \$7,241 (Each Project)
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To develop a model job placement program in a multi-county area vocational school setting.
2. To define performance activities which are peculiar to the placement function.
3. To contact employers in order to determine employment needs and to interpret these needs to the area school staff and administration.
4. To provide placement and follow-up services for secondary, post-secondary and adult students.
5. To develop an employment orientation program.
6. To conduct area manpower needs surveys for local vocational education program planning.

Methodology

A job placement coordinator, who worked directly under the area school vocational director, implemented the program. The project consisted of three phases: planning, training and program operation. The coordinator

participated in a training program during the planning and training phases, which helped him in the development of the placement plan and in making contact with employers.

Materials used included Department of Labor materials relating to job placement. Also, procedures, proven successful in various manpower development and training projects, and the job placement design developed by the State of Georgia served as guides during implementation of the project.

Project evaluation utilized the Stufflebeam-Guba CIPP Model, which related to the decision making aspects of project management through evaluating context, input, process and product. This model allowed for constant feedback and input in the decision making process at any point throughout the project. Program modifications were made when determined necessary.

INTENSIVE VOCATIONAL SERVICES
IN
GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-UP

George A. Lipscomb, Project Director
Preston County Board of Education
121 East High Street
Kingwood, West Virginia 26537

Project Duration: August 1, 1971 - June 30, 1972
Funds Approved: \$16,000
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To provide career exploration for students in Grades 9 and 10 in order to prepare these students for realistic choices of curricula offered at the local vocational education center.
2. To encourage these students to explore chosen career fields in greater depth.
3. To make students aware of what skills are necessary for employment and of criteria for maintaining a job.
4. To provide a cooperative team approach to job placement among school and employment services, industry and manpower agencies.

Methodology

This project consisted of orientative career exploration and simulation in Grades 9 and 10, as well as work sessions for teachers involved with the 9th grade pre-vocational program. These sessions acquainted the teacher with the curriculum units (one week in length) for each vocational area used in the social studies class.

Also included in the project was intensified counseling for students in Grades 11 and 12, a job placement program and follow-up service for all students trained at the county vocational center, and a follow-up of graduated students in relation to their occupations. This was done by 9th grade students to make them aware of the necessity of exploring varied occupational areas and of early decision-making.

INTRODUCTION TO VOCATIONS

David E. Smith, Project Director
Pocahontas County Board of Education
Marlinton, West Virginia 24954

Project Duration: August 23, 1971 - June 30, 1972
Funds Approved: \$5,000
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To have ninth and tenth grade non-college bound students:
 - a) realistically evaluate their interests, aptitudes, personalities and skills in relation to a variety of vocational opportunities;
 - b) have knowledge, understanding and appreciation of changing employment patterns and opportunities in the world of work;
 - c) understand the basic processes of production, processing and distribution in the American work economy and the importance of human relations and ingenuity in these processes; and
 - d) be acquainted with the major occupational fields, and their educational and training requirements.
2. To raise the aspirations, the accuracy of self concepts, and the realism of vocational goals of these students.

Methodology

The course was offered as part of the regular curriculum and was a one semester elective, which carried 1/2 credit toward graduation. Approximately 20% of the ninth and tenth grade classes, or 25 students per semester, were enrolled in the course. Units of instruction included relating one's characteristics, interests, aptitudes and abilities to occupations; relating the economic system to occupations and to themselves; exploring the major occupational fields; and planning ahead.

Materials used included films, film-strips, tape recordings, Chronicle Occupational Library, The Occupational Outlook Handbook, The Dictionary of Occupational Titles, an interest inventory, the

General Aptitude Test Battery, and other available resource materials. Methods utilized were lectures, group discussion and presentations, written assignments, guest speakers from the area, and field trips to view workers on the job.

A subjective evaluation was made by the teacher. Oral and written assignments and projects were also used in the overall evaluation of the class.

TEENAGE EXPECTANT MOTHERS

Charles B. Harris, Director
Logan County Board of Education
Logan, West Virginia 26501

Project Duration: July 1, 1971 - June 30, 1972
Funds Approved: \$15,863 (Continuation Grant)
Grant Authority: Vocational Education Amendments of 1968, Part D
Section 142.d

Objectives

1. To attempt to lower the dropout rate among pregnant high school girls by enabling them to continue their education without serious interruption.
2. To provide a concentrated business curriculum in order to more readily prepare the girls for work.
3. To provide high school credit for courses taken during the pregnancy interim, and thus attempt to encourage the girls' return to regular school.
4. To provide prenatal and child care information to the girls.
5. To attempt to: a) remove some social stigma suffered by these pregnant teenagers, b) socially adjust these girls to their new role in the community, and c) keep these girls and their children off relief rolls.

Methodology

When a girl reported that she was pregnant, or when she dropped out of school under circumstances that indicated she was pregnant, the dean determined this fact for certain and the case was referred to the guidance personnel. First, a medical report verifying her condition was sought. Then the girl and her parents were interviewed. Advantages of her staying in school were pointed out; both she and her parents were asked for permission for her to be enrolled in this project. The guidance person introduced her to teachers and other persons enrolled in the project.

She remained as a student in the project until the end of the semester following her delivery by at least seven weeks. If she was a senior and had enough credits to graduate, she was given a diploma from her home high school. If she was not ready to graduate, she was allowed to re-enroll in her regular school.

The two instructors included a specialist in prenatal care, child care, nutrition, and homemaking, and a business education specialist. Also, a guidance counselor spent two hours a day with the students or their parents.